

PERSONAL COLUMN

One way of solving a problem is to consider how best to create it in the first place. Then do the opposite. Take the problem of the bottom 40 per cent, presumed to be leaving their secondary schools with little to show for it. How would one create such a problem if it did not already exist?

Behold two comprehensive secondary schools in the small country town of Eden, where, you are invited to believe, everything in the garden is lovely. All the townspeople send their children to one or other of the schools. The butcher's children go, so too do the baker's. Nor is the school ever short of a canillestick. Furthermore, both the largest employer in the district and the leaders of the main political parties are also parents. So is the local newspaper's leader-writer. All have an interest in the two schools' success. And indeed they do well, for they are pleasant places to work in and attract and retain good teachers, who also send their children there.

There are few signs of the disaffected 40 per cent in the schools. Graffiti depend on acrobats and the shop-keeper, conscientious parent governor that he is, has long since stopped selling these.

Although I exaggerate a little, there are schools very like those in Eden still at work. It seems to be in no one's interest, unfortunately, to publicize their existence.

So much for Eden. One could embark on an interesting argument as to whether it is nearer the truth to say that everyone sent their children to school in Eden because the schools were good, or that the schools were good because everyone sent their children to them. But, be all that as it may, how would one create a bottom 40 per cent, who would be perceived as such and, perceiving themselves to be so perceived, would stir things up a bit?

I know what I would do. The wrecking qualities of the seven deadly sins are well-established, so, relying first on Pride and Envy, I would create a spanking new school a little way from Eden to which, I would ensure, only some of Eden's children could go. Exclusion of the others might conveniently be by price. That should get Envy going nicely. So it would be that the main employer's children, the doctor's, the



PETER NEWSAM

The loss of Eden

'The wrecking qualities of the seven deadly sins are well-established'

leader-writer's and a sprinkling of others who had had the prudence to be born with prosperous grandparents, would move away from Eden. They would take some of Eden's teachers with them, including two of the four teachers in Eden with good honours degrees in physics, gained at considerable public expense. These teachers would be given extra pay which would annoy (Anger aroused by Greed) those left behind.

Every school, sometimes for better and sometimes for worse, has some effect on the ones down the road and this move away from Eden could be expected to affect the schools there in two ways.

First of all, the schools, deprived of some of their high performing pupils and teachers, would do less well in measurable terms. In any precise sense, the schools would no longer be comprehensive but, by retaining the name, would enable the career commentators to compare their performance unfavourably with their earlier, genuinely comprehensive, condition. The leader-writer, incidentally, with children now removed from Eden, might well produce articles about this and discover that the worries engendered bumped up sales remarkably.

Second, the move from Eden would weaken public commitment to the schools there. Loyalties would be transferred. Those who moved children away from Eden would do so because they hoped to purchase a privileged future for their children; a

future which by definition could not be available to all. Naturally, they would justify this move on the only grounds available to honourable people: the newly alleged defects of the schools they had left.

It needs hard work to create that 40 per cent so, although the Eden schools would now be damaged, they would need further treatment.

What these schools need, I would therefore suggest at this point, is to be set an example. Near to the fee-paying school (which, like Winchester and any other school with sense, would not wreck itself by expanding its numbers to meet the full demand for places) let us place another school, non fee-paying, to be staffed by some of the best teachers from the schools we want to set an example to and to be attended by pupils, from Eden and elsewhere, with the best-motivated parents. That should do the trick.

Before long, both the Eden schools would be struggling; but it ought not to be too difficult, by such means as ensuring that one lost its only graduate physics teacher, to contrive that one was in even deeper trouble than the other.

"Let the two schools now compete and the winner expand", I would now decree and the pecking order would soon be set in concrete: first, the fee-paying school (with 5 per cent of the children), next the set-the-others-an-example-non-fee-paying school (5 per cent);

then the less-damaged non-selective school still called comprehensive (50 per cent) and last, the gently collapsing non-selective school, also still called comprehensive, (90 per cent). Gotcha!

Of course there would be the finishing touches to apply. In particular, Eden's teachers might have to be granted into a condition of paralysis indistinguishable from Sloth by bizarre systems of school government ("if the decision does not lie here it, probably lies there"), and teacher leadership and management over whose quality there is fortunately only space now to cast a veil. But through all the muck, something ought now to be clear. The pupils in the school at the bottom of the pecking order could be expected to become aware at what was happening. Hullo, they would say, all of us are supposed to think much of this? One of the 40 per cent would then pick up a brick...

If the methods accompanying an effort to solve a problem, such as the 40 per cent, are the same as those that would be used to create it, there is scope for doing the opposite, is there not? Some scope for re-thinking? Probably not, actually, but I just thought I would mention it.

NEXT WEEK

Budget for time
John Sutton warns that heads will have to manage teachers' 1,265 hours over 195 days as carefully as the school cash

The forgotten dispute
James Meikle reports on the college lecturers' pay negotiations

Changing children's minds
Feuerstein's dramatic challenge to the notions of fixed intelligence

Growth area
Mary Hope on the new market for special needs materials

Extra: Reference books

NOTICEBOARD

PEOPLE...

Mr David Bowers, deputy education officer of Cleveland County Council, to be director of education for Sunderland Borough Council.

Ms Ruth Goldberg has been appointed head of Kibboko school, south-east London. She was deputy head of King Edward VII school, Milton Keynes.

Ms Ros Morpeth (below) to be director of the National Extension College in succession to Mr Richard Freeman, who is to be director of courses for the Open College. Ros Morpeth was director of NEC publications.



CONFERENCES...

May 16 Tolson Society conference on The Hobbit at Church House, Westminster with Diana Wynne Jones and Geraldine Harvie from 2 pm to 5 pm. Details from Church House Bookshop, telephone 01-222 9011.

May 26-28 National policy and local impact for senior I.C.s and college staff with Bob Morris, Nicky Harrison, Mick Farby and Rob Wormald. Details

from John Graysons, Further Education Staff College, Blegdon, Bristol BS16 6RG.

June 5 UK Council for music education and training conference on The development and management of instrumental teaching within the curriculum at the University of Reading School of Education.

Speakers include Leon Critchmore H.M., Keith Sedgwick, Anthony Howls and Michael Wearne. Details from Linda Cummins, 13 Black Lane, South Luffenham, Oakham, Leicestershire LE15 2BNQ.

June 6 Step by step National Association of Primary Education Bedfordshire branch conference at Daubeney middle school, Kempston, Bedford with Bill Laar and Ken Rieley. Fee £7. Details from Mrs P. Brown, Dallowinfords school, Dallow Road, Luton, Bedfordshire LU1 1LZ. Please enclose stamped addressed envelope.

June 9 New training initiatives for work with under-fives, organized by Voluntary Organizations Liaison Council for Under Fives at the University of Nottingham school of education. Details from Mrs A. Eason, secretary for short courses, In-service unit, School of Nottingham, University Park, Nottingham NG7 2RD by May 15.

COURSES...

May 22 Opportunities in information technology organized by the Pepperell Unit of the Industrial

Society to demystify IT and encourage girls to look at it positively. Fee £30. Details from Fiona McConnell, The Pepperell Unit, The Industrial Society, Robert Hyde House, 48 Bryanston Square, London W1H 7LN.

May 29-31 Children with special needs: how parents and professionals can work together, organized by the Association for Child Psychology and Psychiatry Welsh branch, Dyffryn House conference centre, St Nicholas, Cardiff. Details from Nils Seaton, School Psychological Service, Hendrecairn Road, Penygraig, Rhondda, Mid Glamorgan.

June 3-5 and June 10-12 Two courses organized by Castle Priory College, the first on Child abuse and neglect; the second on Changing patterns of care in education. Details from the Principal, Castle Priory College, Thames Street, Wallingford, Oxfordshire OX10 0HE.

June 3-5 Widening concepts of work, organized by CRAC at Sharnfield City Polytechnic. Details from CRAC conference office, Sheraton House, Castle Park, Cambridge CB3 0AX.

June 3-4 New perspectives on teaching Christianity, for primary and secondary school teachers seeking new approaches to the Christian tradition. Details from Ken Oldfield, Regional Religious Education Centre, West London Institute of Higher Education, Borough Road, Isleworth, Middlesex TW7 5DU.

EVENTS...

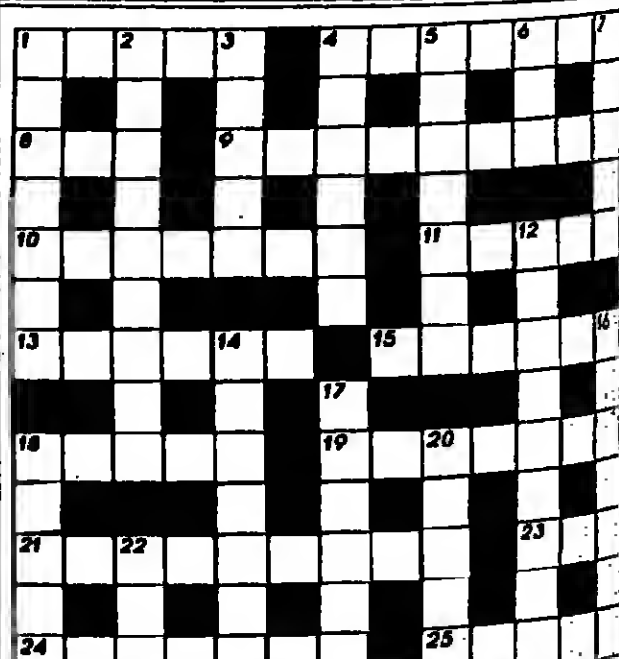
May 17 Northern Association of Writers in Education Poetry Live open event at Lumb Bank with poets running writing workshops. Details from Irene Rawnsley, membership secretary, NAWIE, 2 The Hollies, Stainton, N. Yorks.

May 20 The challenge of the able child - the work of the National Association for Curriculum Enrichment and Extension with Dr David George at North Westminster community school, North Wharf Road, London W2 at 7.45 pm.

May 21 Exhibition of pre-vocational study materials for 14 to 19-year-olds at Guildford Teachers' Centre, Pewley Hill, Guildford from 3 pm to 6 pm. Details from Mr Ian Skeleton, head of centre.

May 22-24 The International Sports Federation for Teachers is holding its 12th International Tournament in Melle, Belgium, this year. Teams of teachers are invited to take part in football, volleyball, and tennis competitions. Details from M. Jean Hallman, Secretary-General, Hieldredel, 6, 8-1-250 Melle, Belgium.

No 305 CROSSWORD by Rufus



ACROSS

- 1 Arms over that's not on the level (5)
- 2 Close-up of nobility (7, 3, 4)
- 3 The point of a dowry (5)
- 4 A leading light in the cinema? (9)
- 5 Measures taken about physical education are plainly Russian (7)
- 6 A huge shipping order (5)
- 7 Draw south by boat (6)
- 8 Naughty ladies men dream of (6)
- 9 It's moved by chairlift (5)
- 10 Shorten a player's crop? (7)

DOWN

- 1 A devout leader insists they're cruel (7)
- 2 Recovering, need month off (2, 3, 4)
- 3 Fit of wild pique (5)
- 4 He is to highest command (6)
- 5 Flowers for Judy (7)
- 6 Don't be a great pleasure (5)
- 7 Regard as a great pleasure (5)
- 8 Gave up and left (9)
- 9 Meant to examine

some money (7)
16 Foot is easily lost (5)
17 A record of a not in agreement (6)
18 A sign about a not in agreement (6)
19 A record of a not in agreement (6)
20 A record of a not in agreement (6)
21 A record of a not in agreement (6)
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25 A record of a not in agreement (6)

Dyfed to shut last grammar schools

by Iole Smith and Sue Surkes

Any secondary school in Wales will be closed by September 1988, says Dyfed County Council's decision. These are the two remaining grammar schools.

The schools at Whitland and Milford are the last of a selective system which Dyfed had inherited from Pembrokeshire and Carmarthen authorities. Dyfed's policy since 1976 has been to introduce a county-wide comprehensive system, and reorganization has been taking place.

Whitland, the newly-formed Glamorgan Grammar Schools Association said it would conduct a vigorous campaign for parental choice, targeting marginal seats in Plymouth, Southend and the Midlands during the run-up to the election.

Mr Roger Peach, chairman of the education's steering committee, told a meeting in London earlier this week that support for the continuation of grammar schools be worth one million pounds. The selected marginals for the campaign all have grammar schools.

Trust may force sale of sites for CTCs

by Ian Nash

An educational trust has been set up for the 20 proposed city technology colleges, and is planning to use sweeping powers, if necessary, to force reluctant councils to sell vacant property as sites for the schools.

Sponsoring companies can make massive tax-savings on their donations through covenants to the newly-formed City Technology College Trust, a registered charity. Mr Kenneth Baker intends to give considerable grants to cover additional building costs.

The trust will seek to raise funds, locate sites for potential schools, carry out research into curriculum development, provide in-service teacher training, and build a centralized team of expertise in the teaching of technology.

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by Ian Nash

And, in inner-city areas of high unemployment which have little industry to support a CTC, the trust plans to use a central reserve fund to run one or two schools of its own. Private estate agents are being asked to seek prime sites. The trust is discussing 16 possible CTCs with potential sponsors.

Mr Cyril Taylor, chairman of the trust, said: "If we cannot get the co-operation of the councils, we will apply formally to the Department of the Environment to put vacant land on the register of redundant property. This requires the land to be put up for auction within six months."

Some people might see such a move as "morally outrageous", he agreed. The trust was almost certain to be at loggerheads with Labour-controlled councils. "But I am pleading for bipartisan support. This is an initiative aimed at inner-city suburbs."

Trust may force sale of sites for CTCs

by Ian Nash

He has had "sympathetic murmurings" from three Labour councils and one, Langbaurgh District Council in North Yorkshire, has already agreed that a 15-acre development plot in

would hamper the project. Special arrangements will therefore be made for companies to borrow the difference with a government grant to meet interest repayments on the mortgage. Obviously, it must make financial sense to the Treasury if Mr Baker is to win support for the plans. "We need existing redundant schools rather than build new ones which can cost anything up to £1 million," said Mr Taylor. However, one of the two existing sites - in Teesside - is not a school.

Legislation has also been prepared - in the event of a Conservative election victory - to enable the Education Secretary to guarantee loans. Recurrent costs will be paid by a DES grant equivalent to the amount so I.C.s. spends per secondary pupil - estimated at between £1,200 and £1,500.

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All money will be "extra spending". The 20 CTCs were to constitute a "pilot" scheme which, if successful, would be a model for I.C.s to adopt. A council set up to administer the trust includes Sir Randolph Quirk, president of the British Academy; Mrs Heather Brington, head of St Paul's Girls' School; chairman and directors

Continued on page 3

Childright is published by The Children's Legal Centre Ltd, 20 Compton Terrace, London N1 2UN.
● The Parliamentary Select Committee on Education, Science and Arts has reached agreement on draft reports on special needs and education expenditure. Final versions are going to print now and are expected to be published next month.

THIS WEEK	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
CONCERN	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
SCHOOLWORK	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
FOCUS	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
NEWS	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
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BOOKS/ARTS	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
CRIMINAL	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
SPORTS	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
CLASSIFIED	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31



EDUCATIONAL SUPPLEMENT
Priory House, St John's Lane, London EC1M 4BX. Tel 01-253 3000

Right hand, left hand



What will be different about education after June 11 - depending on who wins? Whichever way the result goes, things are going to change. The Conservatives have lived up to their advertised intentions and decked out their manifesto with radical promises. Most of the proposals have already come out in Mr Kenneth Baker's pre-election forays. Four "major reforms" aim at changing the structure and administration of the education system.

The first is the establishment of a "national core curriculum", with prescribed syllabuses, attainment levels and forms of assessment at the ages of 7, 11 and 14. This, with GCSE and A levels, is to be the keystone of a "national" education system. The Conservatives believe it will enable them to strike out down Privatisation Avenue, which turns out to be a by-pass of the local authority - paved with local financial management everywhere within five years; a budget for every school "in line with the number of pupils"; open enrolment up to the physical capacity of each school; and "co-existence" of a wide variety of schools rather than the tiresome consistency logically implied by comprehensive schooling.

Just how wide this variety is likely to be is indicated not only by the promised proliferation of city technology colleges, but also by the commitment to allow the governors and parents of any maintained school to make a unilateral declaration of independence and apply for direct grant. This might be immediately attractive to many church schools (whatever the bishops may say) if they were promised full financial support from the Department of Education and Science

and the right of enrolment up to their physical capacity with no local authority strings attached. Large sections of the 1944 Education Act would become redundant and the local authority's planning task would be made infinitely more difficult.

The privatization process could be spread over a number of years, depending on demand and the DES's own capacity to process applications. The logical expectation would be for the maintained sector to shrink and therefore for the activities of local left-wing ideologists to be curtailed.

It is no surprise to find the Inner London Education Authority singled out for a side-swipe. The Tory manifesto opens up a real can of worms with its promise that inner London boroughs should have the option of contracting out and becoming education authorities in their own right. Given the complex inequalities of wealth and resources within the inner London boroughs, and the way in which the education system has developed without regard to local borough boundaries, this particular bright idea is going to need a lot of working out. It looks like political spilt triumphing over administrative sense.

It is pointless to look for detail in a manifesto, which is more like a slogan than a White Paper. But anyone who looks at the implications of action along the lines of the Tories' privatization scheme must find them worrying for schools outside the charmed circle of those which are highly popular or go for UDI.

It must always be difficult for pupils, parents and teachers when there is a lot of spare capacity in a group of schools which are competing in the same catchment area. The manifesto's version of open enrolment would hasten the process of attrition for the least popular schools.

The reference to giving each school a budget in line with the number of pupils attending seems to suggest putting the allocation of funds on to a per capita basis, possibly to make it easier to transfer payment from the I.e.a. to the DES should the school opt for UDI. It must be extremely difficult to allow school numbers to rise (and fall) on popularity in the way the manifesto assumes, without either having to find extra money to protect the curriculum in the schools whose numbers would fall even faster, or taking ruthless measures to close schools quickly as soon as they are on the skids. And Mr Baker knows that closing schools quickly is neither politically nor

administratively possible, even if it were desirable.

The new-style, direct-grant schools are going to be interesting animals. The change of status will itself give a huge boost, and quite likely destabilize the competitor schools which remain locked into the local authority. It is not clear what criteria for direct-grant status will be laid down, over and above a wish for change on the part of governors and parents.

Reports have suggested that Cambridgeshire's local financial management scheme has run into difficulties in deciding how to allocate funds fairly between schools of different size and character. Such matters have not gone unconsidered at the DES where a lot of thought is going into the kind of formulae which might be used to reach a weighted per capita figure, fair to schools of different kinds within a single local authority area. The settling of a formula, if done by the Secretary of State, would take away, at a stroke, large areas of local discretion and strictly limit the local authority's scope for positive discrimination. The commitment to local financial management looks like a modest proposal, but its ramifications could be far-reaching.

With the Conservatives 10 per cent and more ahead in the polls, it is much easier to take their proposals seriously than those of Labour and the Alliance. All the evidence is that the Conservatives mean what they say, and Mrs Thatcher will make life hell for any Secretary of State for Education in a government of hers who forgets it. But the other two parties are also deadly serious about education. They cannot help it if they have been upstaged by the Tories' radicalism.

The main Opposition parties promise more money and resources for education - the numbers are a bit different but the pound signs in their manifestos are only there for illustrative purposes. Labour has a series of plans for the first two years to be paid for out of a crash spending programme aimed at creating jobs. One way or another, Labour and the Alliance want to spend on books and equipment, painting and decorating, and in-service training. The Alliance promise to raise spending by £2 billion over the present public expenditure forecast for five years hence.

As the reports on pages 8 and 9 show, there is a lot in the Opposition party policies which reads like an intelligent commentary on *Better Schools*. They have done Sir Keith Joseph the honour of



taking him seriously, only to find the Tories got bored with the nuts and bolts of *Better Schools* and gone for the ideology of vouchers in its name.

If education is anything to go by, the Alliance would find it much easier to form a coalition with Mr Kinnock than Mrs Thatcher. Both Labour and the Alliance promise to dispose of the present teachers' dispute. The Alliance reaffirms its commitment to a pay review but which would put forward recommendations which would then become the basis for collective bargaining.

There is an inevitable tendency for opposition parties to put everything in and let the programmes with general statements of aims such as the raising of standards. The questions concern whether the proposals can achieve the aims attached to them, assuming the money is forthcoming. The question mark hangs over many worthwhile ideas, while good in themselves, cannot support the weight of the expectations loaded on to them.

Exactly the same questions attend the different and much more controversial proposals outlined by the Conservatives. Even if you take the ideas appealing, can you honestly believe they will raise the standard of education for all people? Unfortunately, even those who like stimulating improvements in public schools could end up by debilitating others. Local education needs most at the moment a realistic, unexciting, hard work bringing the present situation to fruition, not yet another successive ideological upheavals. Say this and the eyes of manifesto-writers glaze over.

IN BRIEF

Split decision

The big unions for teachers are divided over whether their members should attend annual parents' meetings, held for the first time this term. The National Union of Teachers has followed the Association in advising members not to accept invitations to meetings required under the 1986 Education Act - believing accusations could be levelled at individual teachers.

But the National Association of Schoolmasters/Union of Women Teachers thinks teachers should attend, provided a code of practice is fully agreed.

Tertiary dropped

The High Court has quashed plans to replace sixth forms with a tertiary college in Gateshead because the local education authority failed in its duties under the 1980 Education Act to consult parents on all six possible organization plans.

The figure comes from a National Opinion Poll survey of 15 to 24 year olds, commissioned by the Transport and General Workers Union and the British Association of Teachers.

More than one in five of the sample said they would see YTS abolished, although less than half thought it of any help in getting a job afterwards and three-quarters think the allocation too low.

Not talking

The 3,000-member Association of Psychiatric Teachers is threatening legal action over the conduct of pay and conditions negotiations for lecturers in further and public sector higher education.

The union says it is playing no part in official talks between the Labour-led local authorities and the National Association of Teachers in Further and Higher Education, nor is it being given information. The APT was guaranteed a seat on the national joint council under the Teachers Pay and Conditions Act.

Some elements within the NUT particularly were worried by the possible damage to Labour by public-sector strikes, especially with the threat of civil service protests to the pipeline.

Training day

Regulations to allow schools to close for one day before the end of the summer term for GCSE in-service training have been laid before Parliament.

Conversion course

Special conversion courses are being offered to arts A level holders to get them to switch to engineering studies. A Government-backed drive began this week to steer more students towards guaranteed places on engineering degree or diploma courses. The new one-year higher introductory technology and engineering conversion courses (HITECC), which began in September, will be free and will track for Manpower Services Commission adult training maintenance allowances.

Moving into the fast lane is available on free loan from the HITECC Unit, Morris House, 22 Percy Street, London, W1P 9FF.

Preserving union participation is important if there is to be any progress that the Commission is more than a tool of the Government and the employers. It is important, too, in terms of the political climate generally because it forces the Government to listen - if only briefly - to views it doesn't share. It would be bad news if the unions pull out the rug - or if the Government loses patience.

All the Conservatives intend to do is to take Job Centres away from the Commission and give them back to the Department of Employment and increase the number of employers' representatives on the Commission to reflect the fact that to their eyes, training should be led by the employers.

It makes some sense to switch control of Job Centres, this will allow

Unions escalate strike plans for election run-up

by James Meikle

Teachers are planning to step up their selective strike action in the last few days of the election campaign.

Between 40,000 and 50,000 members of the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers are expected to strike between June 2 and election day, June 11.

Half-day walk-outs are being aimed at 52 local education authorities, about half of which have not previously been hit by the present round of industrial action intended to force a restoration of negotiating rights.

The escalation will dismay parents, according to Mr James Hammond, deputy general secretary of the National Confederation of Parent Teacher Associations. "I thought perhaps teachers had come to the view it was time to let parents say what they thought about the treatment of teachers, and try to bring about a change in the situation for teachers."

Political reaction from all three major political groups fighting the election was also hostile. Even before the escalation of action was announced on Wednesday, Labour expressed disapproval, the Alliance said frustration was speaking rather than common sense, and Mr Kenneth Baker, Education Secretary, was appalled at unions "dragging children into the election campaign."

The unions, which have been selecting different schools in different education authorities for half-day strikes all term, deny suggestions that members are reluctant to take part. Neither examination classes nor exams are being targeted.

National officers of the two unions decided at a joint meeting on Monday to continue the strikes, ending speculation that the action would be suspended, at least during the run-up to the election.

Some elements within the NUT particularly were worried by the possible damage to Labour by public-sector strikes, especially with the threat of civil service protests to the pipeline.

Mr Giles Radice, Labour's education spokesman, urged the union at Easter to consider calling off the strikes. He was firmly rebuffed. Teachers were afraid of being seen as being in Labour's pocket and gaining the Conservatives credit for returning calm to schools after a pay "settlement".

Labour and Alliance both pledge the restoration of negotiating rights in their manifestos, although the Alliance also states unequivocally that teachers' industrial action should cease.

The Conservatives repeat their promise of a consultative Green Paper outlining the alternatives for "an effective and permanent machinery for settling teachers' pay, in which the interests of all parties will be recognized".

The Assistant Masters and Mistresses Association has followed the NUT and the NAS/UTW in issuing advice to members on new contractual duties, warning them to keep a careful record from August of the hours in which they are under direction from the head. But the Professional Association of Teachers is being advised to "have nothing to do with working to rule in relation to the new contract".

Teachers in Northern Ireland have voted overwhelmingly in favour of a pay and conditions offer made a month ago as an alternative to the Baker package. While receiving the same salary as in England and Wales, they have retained their negotiating rights, got 70 extra teachers and the best "absent teacher" cover arrangement in the UK.

Under the deal, schools and nursery units with one to three teachers will be permitted cover for absent teachers from the first day. Where the daily enrolment is below 222 pupils, cover will be provided on the second day, or from the first if the absence has been planned. All other schools will be free to have cover for the third day, or from the first in the case of a planned absence longer than two days.

Trust may force CTC sales

Continued from page 1

of major companies, including British Steel and the sponsors, Professor Sir Bryan Thwaites, former principal of Westfield College, and Mr Joseph Harnatz, director general of ORT, the Organisation for Rehabilitation and Training, an international body that promotes technical and vocational excellence in education.

At its inaugural meeting last week, attended by Mr Baker, the council agreed that comprehensive heads should be asked to serve on it.

Local employers and not just the curriculum, but ORT will have a central role in its development. On in-service teacher training, ORT already uses facilities on the Westfield College campus where it is negotiating the lease of a building for an in-service college which will undoubtedly be at the disposal of the trust.

Mr Taylor has pressed for close association with ORT since becoming Mr Baker's adviser on CTCs earlier this year. He is strongly committed to the scheme which has created 800 technical secondary schools for 160,000 pupils in about 35 countries.

He also sees parallels with the West German *Realschule* system. "Self-selection will operate, on the German model, for those pupils at 11 with the motivation for technical and vocational education," he said. If too many applied, selection would be based on interviews, recommendations from primary schools, and aptitude tests. "Our current thinking is that the

project should be set up long-term, recruiting two years at a time from 11 and 12-year-olds," he said. "It would be pointless to bring pupils in without experience of the earlier years."

Several of the sponsors, including those for the Solihull CTC, are, however, keen to make a quicker start, bringing them in at 11, 14 and 16, and it is doubtful whether the trust could lay down hard and fast rules of admission.

The benefits of the covenants have been undoubtedly spurred more companies to support the pilot, but Mr Taylor insists offers were flooding in before the additional incentive was agreed. Offers ranged from individual donations of up to £5,000 in multi-million pound pledges.

Although Mr Taylor was still coy about naming companies, he said: "I am confident that we will have sponsors for all 20 colleges within 18 months. The press view that companies are not interested is just not true."

He sees a similarity between the CTC "experiment" and the London Compact, run by the London Education Business Partnership, involving the Labour-controlled Inner London Education Authority and a consortium of companies which will have a strong influence on the curriculum and will guarantee jobs to all school-leavers who achieve specific educational goals.

He guaranteed that catchment areas for the CTCs would not clash with such schemes, although he did stress that he would not have a CTC to be a part of Inner London.



Cheer! An outdoor roll-up glass to a montage celebrating the 30th anniversary of educational broadcasting by ITV. The occasion was marked last week by conferences in Birmingham and London and a dinner at the Dorchester Hotel.

Allocation dispute mars budget trial

Cambridgeshire's much-publicized experiment in handing budget control to schools has run into trouble over the way money is allocated from County Hall.

Some heads of the 46 secondary schools in the "lung" county are disputing the formula for determining the amounts each are allowed to spend this financial year.

The scheme went countywide after four years of trials in half a dozen schools. The principle of financial delegation has been eagerly promoted both by the Alliance and the Conservatives, who want to give all secondary schools and larger primary schools control over their own spending.

Some smaller schools are concerned that they will lose out because the formula for this year does not take sufficient account of the proportionately higher costs in staff and resources needed to deliver the curriculum in their schools.

The scheme favoured by officers is

based on pupil numbers, with extra weighting for older children.

Mr Robert Jinnies, Conservative chairman of the working group on local financial management, admitted there were snags with the present budgets determined partly on just spending at each school.

"It is desperately important this can be understood by parents, governors and teachers, and not seem mystical claptrap, like the rate support grant." Budgets would be closely monitored and significant losses, or profits, would be closely investigated at the end of the year. More than 20 formulae had been discussed and there would soon be more talks.

● A resolution viewing with deep concern I.e.a.s. increasing tendency to introduce local financial management schemes into schools during the current climate of financial constraint was passed unanimously at the National Association of Head Teachers' Welsh conference at the weekend.

Notice served

Notices of complaint have been served on two Muslim schools for girls, following highly critical reports by HM inspectors. Both the *Islamia girls' school*, Huddersfield (42 on roll) and the *Islamia girls' school*, Sheffield (28) were found to be in unsuitable accommodation and lacking resources and adequate staffing.

A Notice of Complaint is issued under section 71 of the 1944 Act. It applies to one or more of four areas: premises, accommodation, educational provision, or staffing; and the school is given several months to improve standards. If a further inspection judges the school still unsatisfactory it may be, and usually is, ordered to close.

Both schools are located at a mosque in accommodation the inspectors judge unsuitable.

Vacancies rise

The number of teaching vacancies in secondary schools in England and Wales rose by more than 300 - or 25 per cent - between January 1985 and the following year.

The figures are given in the latest statistical bulletin from the DES which shows that the total secondary teaching force in England last year, including part-timers as full-time equivalents, numbered 402,900. Vacancies in secondary schools - in the first month of last year numbered 2,579, compared with 2,035 a year earlier. A survey by *The TES* last month suggested that about 4,400 secondary teachers had quit the profession in the previous 12 months.

Statistical bulletin 1187 and 387. Statistics Branch, DES, Elizabeth House, York Road, London, SE1.

CTCs trust the future

It is plain from Ian Nash's interview with the chairman of the City Technology College Trust on page 1 that a future Conservative government would be underpinned by industry's initial lack of whole-hearted support for the project.

Mr Cyril Taylor is wrong to attribute the view that many companies are lukewarm simply to the press. There is no doubt that major firms most noted for their commitment to educational co-operation have been among those most reluctant to divert their considerable financial investment in schooling towards the CTCs. Other companies have stuck to their strict non-political guidelines in distributing money.

Some will find their way a little clearer after the election result is known. It is true that those firms which have come forward publicly, such as Hanson and Dixons, have no previous educational track-record. Perhaps, indeed, the ICI, BP and Marks and Spencer school of good works might now be regarded by Tory ministers as too much a part of that cosy education consensus that they are now seeking to shake up.

In any event, Mr Taylor and his political masters mean business and no

arm will be left untwisted that could help to establish 20 colleges in the right place and the right time - compulsory purchase orders, generous tax relief on covenants, central reserve funds and the use of private estate agents to bypass recalcitrant inner city authorities. It is clear that the Trust's own drive has to be directed this way because of the prohibitive cost of building new schools from scratch - at an estimated £11 million a throw, even the CTCs' most fervent apostles acknowledge that would be asking companies to put too many eggs in one basket.

The determined search for new sponsors among local employers seems to be leading to some revision of earlier curriculum ideals which could weaken or change the concept.

When Mr Kenneth Baker published his first glossy CTC brochure in the wake of last autumn's Conservative Party Conference, the common curriculum for the first three years was modelled firmly on that set out in the DES's own *Better Schools* White Paper, or, allowing for modules of such elements as business understanding but with all the breadth and balance HMI could hope for. Years four and five would still encompass a largely directed common core, with limited optional choice, a heavy bias towards science, and Understanding Industry modules included in the core. It looked demanding, but attractive to many parents and educationists too. If it is very (selective) existence didn't deny the local eco-system.

But now local sponsorship is being wooed by promising employers more say in the curriculum, and the International Organization for Rehabilitation through Training (ORT) is to be brought into a central development role. ORT's technical secondary schools have long been admired by Sir Keith Joseph and Lord Young, so it is not altogether surprising to see their influence reappear under Mr Baker but, all the same, the original CTC blueprint did seem to offer a broader curriculum base.

Still more disturbing is the promise to employers. Local employers and chambers of commerce may well take a limited view of the skills they need at any moment of time from school-leavers. It has to be the job of local schools - even CTCs - to prepare students for something beyond immediate demands and horizons fore-shortened in job terms.

Reports recently from the Manpower Services Commission, the National Economic Development Council, the Confederation of British Industry and the British Institute of Management have all agreed that what industry most needs is a workforce with a good, broad education rather than specific work skills, which industry itself should then build on with the right training at every level.

Does the search for CTC sponsors have to be so all-out that promises of curriculum influence will put at risk all other advice? Or, as Mr Baker, so confident that the sponsoring com-

panies will all prove as broad-minded as the CBI and NEDC? He could be right - perhaps they'll choose the kind of broad general education they buy for their own sons (and daughters) in other independent schools.

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the MSC to concentrate on its main functions as the "national training agency". Giving the employers a place on the Commission, however, will upset the balance of interests - deliberately - and could threaten the sentiment in the TUC against the unions' continuing participation. Unions like NALGO, which have been fierce critics of the Youth Training Scheme, object to TUC representatives sharing responsibility for measures they deplore. Opposition could be coming to a head over the Training Scheme for young adults (which was formally rejected by the Scottish TUC). The old guard in the TUC will certainly do their best to block it.

Preserving union participation is important if there is to be any progress that the Commission is more than a tool of the Government and the employers. It is important, too, in terms of the political climate generally because it forces the Government to listen - if only briefly - to views it doesn't share. It would be bad news if the unions pull out the rug - or if the Government loses patience.

MSC's remit confirmed

"Big waves in MSC" said a headline in *The Times* on Wednesday. A second look showed that this referred to the Manchester Ship Canal, not the Manpower Services Commission which now occupies part of the building in London's Gray's Inn Road which once housed *The Times*.

Recent rumours (almost certainly emanating from ministers) had suggested bigger changes might be on the way than those which eventually figured in the Conservative manifesto. There is nothing about grandiose plans to make Lord Young the Overlord of Enterprise.

All the Conservatives intend to do is to take Job Centres away from the Commission and give them back to the Department of Employment and increase the number of employers' representatives on the Commission to reflect the fact that to their eyes, training should be led by the employers.

It makes some sense to switch control of Job Centres, this will allow

...no comment

"You are invited to a one-day seminar on nuclear power for school teachers" invitation from Harwell, Oxfordshire secondary school.



Counting the hours

The time budget is different for each teacher and doubtless somebody will soon have a computer program ready to handle individual budgets at the press of a key. Individual budgets, however, will relate closely to the general time budget for the whole school, which the head must draw up, preferably in consultation with the staff, and certainly readily accessible to them. This budget will determine the broad pattern within which each teacher's personal budget will be planned.

1,265

Some heads may be able to find some directed time to allocate to these activities and they may do so, although the task of distinguishing between one activity and another could be invidious. It would also be possible, of course, if the staffing allocation is sufficiently generous, to trade off a part of the teaching timetable against a particular non-timetabled activity. Unless, however, this is already the established custom and practice in the school, it would be sensible to come to

John Sutton is head of Queen Elizabeth School, Corby, and salaries and conditions of service officer of the Secondary Heads Association. The views expressed here are his own.

Vacant possession

Stock Exchange. Such an outcome would not please the newly-formed National Primary Teacher Education Conference (NaPTEC).

be Mr Ralph Starke, the gro-
treasurer, reckons the windfall is
equivalent of recruiting an extra
members. With a bit more luck in
City, he calculates, he could run
new group with no members at
Perhaps the NUT and NAS/UWT,
existing members, could learn so-

Seven upped

Mr Neil Fletcher, the new ILEA superintendent, is having trouble with his colleagues. When not jangling electorates, he writes witty articles for other papers. The *THES*, in which

The invariably pragmatic Mr Smith

"Last week, we received 300 membership applications," he said. However, he acknowledges that—at a volatile time for the profession—some also want to leave AMMA.

Peter Smith has been deputy general secretary of his union for five years and a full-time official since 1974. His wife teaches in Croydon, south London. He himself started out

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September 1989	Ages 14 to 18	will be added

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Victoria College

Norfolk House, First Floor, 31 St. James's Square, London SW1Y 4JR
or Telephone: 01-839 5857, 01-839 7534.

School libraries 'still out of step' with curriculum

But the need for teachers to have a more positive understanding of the school library's contribution was the major stumbling-block.

computer software. A lead from government, particularly in encouraging and funding in-service education of teachers, was needed to bring about more effective use of the

Pupils at risk, churchmen warn

by Bert Lodge

Despite such conditions, say the two clergymen, Central is the best school in the city.

The letter from the two dioceses refers to "Dickensian conditions under which some children and staff are

clergymen. Access to two toilet rooms is by an external staircase and the outside toilets are of poor quality. These problems were compounded

Acronym

The union questions whether Conservative proposals will provide fair yardstick for comparing schools, saying other factors need to be con-

afraid that teachers may teach to test, thus endangering those very principles of breadth, balance, relevance and differentiation which the nation

the
performance
annual

~~ALL INFORMATION CONTAINED HEREIN IS UNCLASSIFIED~~
~~DATE 08-29-2001 BY 60322 UCBAW~~

Acronym

PRIMARY

Voters urged to back statutory childcare plea

by Sarah Bayliss

Working parents who have known the "luxury" of full-time childcare are faced with a nightmare when their children start school, say pressure groups which represent them.

Leaders of six groups representing children and their parents this week urged voters to make childcare an issue in the general election next month. In their "Vote for Children" initiative, launched in London, they said that children over the age of five need statutory provision outside school hours mid during the holidays.

Mr Martyn Hall, director of the National Out of School Alliance, said the public paid lip service to the needs of under-fives and provided a certain amount of care and education - albeit patchy.

"But when your child gets to about four, child enters your heart," he said, because school hours from 9am to 3.30pm presented a "nightmare" and the needs of working parents were not generally recognized.

In fact, the beginning of a child's formal education often meant the interruption, if not the end, of a parent's - usually the mother's - career which was "an incredible waste of the nation's resources".

Mr Tom Shea, secretary of

NOOSA, said most of the 500 existing after-school care schemes had been set up by parents, rather than by politicians, but it was no idea "whose time has come".

Women could not have equal opportunities in employment without adequate childcare. "What we need is a commitment from the politicians that this is an essential part of growing up. Let's take the matter seriously."

Ms Christine Cudjoe, aged 23, an estate manager in the London borough of Hackney and a member of the Working Mothers' Association, said that her son, Nathan, had a full-time day nursery place because she was a single parent. She had been lucky, but she was worried about his full-time care once he starts school at Christmas. She often has to leave her home by 7.45am. "I simply don't know what I'm going to do," she said.

The press launch was arranged by the Working Mothers' Campaign, the Working Mothers' Association, the National Childminding Association, NOOSA, the National Childcare Campaign and the Voluntary Organisations Liaison Council for Under-Fives, and all political parties had been issued invitations.

However, only Ms Margaret Beckett, Labour's shadow minister for social services, attended. She said a future Labour government would set up a Ministry for Women. It would make a legal requirement on every local authority to submit development plans for after-school care schemes as well as services for under-fives.

The Labour Party intended to introduce statutory minimum standards covering childcare and education which would be "open to negotiation" with i.e.s. The long-term aim was to provide for all who wanted places.

A factsheet produced by the Vote for Children initiative said that:

- 21 per cent of women with children between 0 and 2 years are in employment;
- 87 per cent of i.e.s have a nil budget for after-school and school holiday play provision;
- a sample study by the London University Institute of Education found that 17 per cent of all seven-year-olds were not allowed out of the home alone; 27 per cent were allowed out but had to remain within sight and earshot; 59 per cent of mothers forbade their children to play in certain areas.

Call for new round of science funding

by Ian Nash

Primary science will still need considerable financial backing for supply and in-service teacher training with education support grant money cut out in 1988, according to an early review.

A team from IPSE (Initiatives in Primary Science: an Evaluation) has been set up to review the current grant work in primary science and to make recommendations for a new round of funding.

The review will be a major task for the team, which is led by Dr John Hargreaves, a senior adviser to the Department of Education and Science. The review will also look at the impact of the current grant work on the development of primary science in schools and on the role of the teacher.

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Sue Surkes opens three pages of election coverage with an overview of the parties' pledges

Clamouring to raise the standard

There's one thing that all three major political parties are agreed on in this election campaign, it's that they want to raise education "standards".

Labour would set up a School Standards Council - a sort of Schools Council - the Conservatives would raise the education section of their manifesto "raising standards in education", while the Alliance has a 10-point plan for guess what? ... raising standards in schools.

So standards is the buzzword for the campaign - as far as education goes. But there the similarity ends - at least between the Conservatives' manifesto and the other two documents.

The Conservatives would attempt to raise standards by allowing state schools to opt out of local education authority control and become independent charitable trusts funded through direct grants from the Department of Education and Science.

They would also have a special arrangement for the Inner London Education Authority - for long the *Me noire* in Conservative politicians' eyes - and allow individual London boroughs to opt out of the authority and take responsibility for the service themselves.

This was immediately denounced by the NUT, the newly-selected Labour leader of the ILEA, as a "chaotic patchwork of arrangements". He added: "Seven years ago, Lord Marshall, a vice-chairman of the Conservative Party, said that the physical and financial difficulties involved in running a school were such that only a fool would attempt it. He was right."

The Conservatives' other plans include defending the right to independent education - and expanding the Assisted Places Scheme to cater for 8,000 children.



Everyone wants to improve standards but there is wide disagreement over how this can be achieved

Their manifesto, which is short and to the point and contains little that has not already been announced, leaked or speculated upon, stresses the importance of parental choice.

The education priorities set out by Labour and the Alliance are similar to each other, although while Labour went to the trouble of launching an education mini-manifesto on top of its main manifesto, the Alliance burying education well down in its proposals for change.

There are some major differences. The Alliance, for example, tries to recapture the idea of financial devotion from the Tories by proposing that schools have full charge of their own

budgets "as the Alliance has done in Cambridgeshire".

It is also more forthright about spending commitments, promising to increase investment in education and training by an extra £2 billion a year beyond that planned by the Conservatives by the fifth year.

Labour's manifesto remains mute on the subject. (A "significant" share of the £6 billion pledged for an emergency two-year jobs programme would go on education, the party's education spokesman Mr Giles Radice assured *THE TES* this week. But he added: "Although we have a detailed breakdown of the £6 billion jobs programme, we will not give you the

precise details on each specific programme.")

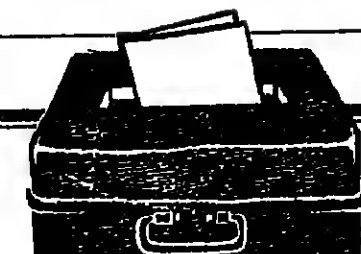
On other issues, there is a difference of degree. Labour pledges to make nursery education available for all three and four-year-olds whose parents want it, while the Alliance plans one year's pre-school education for all. Both parties say they will phase out the Assisted Places Scheme, although the Alliance stresses that those already taking part in the scheme will not be affected.

And both parties deal with charitable status for independent schools. But while Labour talks of "stopping" the diversion of resources through public subsidies to private schools, the Alliance says it believes "charitable tax reliefs in private education should only go to genuinely philanthropic activities" and adds it would "review the workings of charity law with that object in view".

Labour's new "standards plan" will ensure, among other things, investment in books, equipment and micro-computers, smaller classes and "proper" assessment of children's progress. Its School Standards Council (another name for the previously proposed National Education Council) will involve all the partners in the setting of minimum standards of provision and discussions about the curriculum and assessment.

The parent vote is targeted by both parties with Labour promising a network of Education Advice Centres and the right to consult an education ombudsman in each i.e.s. The Alliance envisages the appointment of an adviser in each i.e.s. charged with developing a closer partnership with parents.

Both parties further commit themselves to restoring teachers' negotiating rights.



ELECTION '87

Tory policies most popular

An *Observer/Harris* opinion poll published last weekend has shown the Conservatives to be the most trusted party on education issues. Of the 1,040 respondents, 36 per cent supported Conservative education policies, 31 per cent Labour, and 17 per cent Alliance.

The results of an NOP poll of voting intentions among 15 to 24-year-olds, showed that 37 per cent preferred Labour, 30 per cent Conservatives, 27 per cent the Alliance, and 6 per cent other parties.

Cover-up charge

Mr Giles Radice, Labour's education spokesman, has accused the Education Secretary of attempting a "pre-election cover-up" by refusing to publish four ILEA reports.

Mr Kenneth Baker has said that work is incomplete on three reports - on school furniture, spending, and charges for education. The fourth, he said, did not exist.

Question time

In a list of questions issued by the Educational Publishers Council, parliamentary candidates have been asked if they:

- recognize the "present inadequacy of book provision in our schools which has fallen by 23.1 per cent in real terms between 1978/79 and 1985/86"
- accept that "many children are forced to share books".

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- | | | | |
|---|--|---|---|
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Ginger group seeks wider role

A pressure group which started three years ago to defend generalist teacher training courses against demands for greater subject specialism has decided to broaden its appeal.

Members of UPTEC - the Undergraduate Primary Teacher Education Conference - decided at their annual general meeting in Coventry that its original cause was lost without a change in government.

They agreed to reorganize as a forum for all primary teacher trainers under the new acronym NaPTEC - the National Primary Teacher Education Conference.

For the last three years, UPTEC has presented a united front in opposing criteria for BED courses from the Council for the Accreditation of Teacher Education, which was set up by Sir Keith Joseph, the former Education Secretary.

CATE's requirements insisted that all courses must have the equivalent of two years' full-time study of specialist subjects - which has meant a major re-design exercise for all education departments.

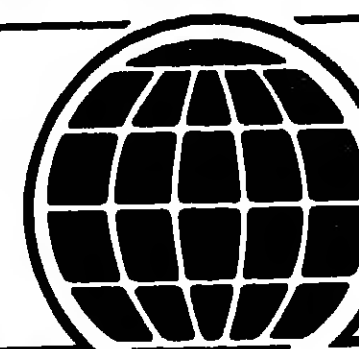
Mr John Hallett, the chairman of UPTEC who was re-elected to lead the new organization, said he had no regrets about the strength of its original opposition. He added: "The regrets that we made ourselves in our first years of operation because I believe we performed a function without which teacher trainers would rightly be indicted in future."

He believed the CATE criteria were "bere to stay" if the Conservatives were re-elected. But UPTEC had scored two major successes. The first was in convincing MPs on the Commons Select Committee on Education that primary teachers should have a generalist training.

The second achievement, said Mr Hallett, was to receive a pledge from Mr Giles Radice, Labour's shadow education spokesman, that a future Labour government would make it a priority to suspend CATE.

Mr Hallett said he hoped NaPTEC would attract trainers from postgraduate courses in universities and polytechnics, advisers from local authorities, teachers and heads involved in teacher education.

Mr John Bailey, chief adviser for Bedfordshire, said additional staffing should be available to free time for preparation, observing other classes in operation, reflection and recovery and visiting other schools.

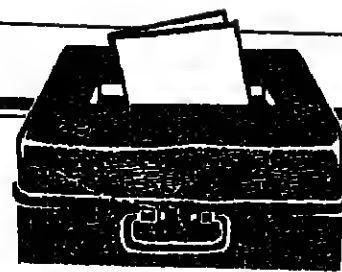


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ELECTION '87

Here and opposite we re-print extracts from the education sections of the party manifestos

● £2bn budget boost ● more INSET

Restoration of pay negotiating rights promised

● We will increase investment in education and training by an additional £2 billion per annum beyond that planned by the Conservatives by the fifth year.

We aim to:

- Widen access to education;
- Raise standards in schools;
- Increase research;
- Provide more effective training and skills.

The Alliance believes that the Government should make it clear that teachers' pay and conditions would be improved for the current settlement only, and that an independent review body would be established to make proposals on teachers' pay and conditions as a basis of negotiation. We understand and sympathize with the teachers' anger at the removal of their negotiating rights. We would restore them. But the action by the teachers unions should cease.

The Alliance plans:

- To create a united Department of Education, Training and Science, and put local education authorities in charge of much of the local training work of the MSC;
- To restore negotiating rights to teachers and to create a General Teaching Council to enhance professional standards, which will also be supported by more in-service training

ALLIANCE

and appraisal to ensure that good teachers do not have to leave the classroom to become administrators in order to achieve adequate rewards and status;

- To raise standards in schools through increased resources for books and materials, doubling teacher training in shortage subjects such as maths, science and computing, through special funds for innovation, through a stronger Inspectorate and through a broad and balanced curriculum established by consensus providing for a core range of subjects to be studied by all pupils but allowing for local needs to be reflected and innovation to be tried;
- To make available one year's pre-school educational experience for all children;
- To develop the potential of each young person by the wider use of profiles and records of achievement, by encouraging early specialization by reforming the A level examination so that it covers a wide range of subjects over the arts-science divide, by positive action to encourage girls to take up subjects previously dominated by boys;

GENERAL ELECTION

THE TIMES EDUCATIONAL SUPPLEMENT 22.5.87



Training for shortage subjects such as maths and science would be doubled

- To enable schools to have full charge of their own budgets, as the Alliance has done in Cambridgeshire, ensuring that a fully representative governing body is accountable for making the most effective use of the available money;
- To get rid of artificial divisions at 16 by taking steps towards a single system of education and training allowances, replacing the present arrangements which make YTS schemes more financially attractive than further study;
- To develop tertiary colleges where local conditions are appropriate;
- A crash programme to overcome skills shortages, with an expansion of training and re-training facilities under the guidance of local education authorities, giving representation to trainees in the management of schemes;
- A training incentive scheme to encourage employers to increase their commitment to training; companies spending above a certain quota on training would receive a rebate;
- To enable the long-term unemployed to take up vacant places in further and higher education courses without losing benefit, with the student able to leave the course immediately a job becomes available;
- To widen access to further and higher education by an immediate restoration of benefits taken away by the Tories, plus a 15 per cent phased real improvement in student support;
- To guarantee a period of free further education based on Open University levels of funding for every one over 18 to be taken at a time of their choice;
- To restore confidence in our universities.

- We will offer a job guarantee for young people who have been unemployed for more than a year;
- We will get rid of artificial divisions at 16 by taking steps towards a single system of education and training allowances, replacing the present arrangements which make YTS schemes more financially attractive than further study;
- We will restore student benefit entitlements, make a 15 per cent phased real improvement in student support, increase the number of full-time equivalent students by 14,000 (20 per cent) in five years and double the number by the end of the century.

10-point plan

A national programme for raising educational standards - The Alliance 10-point plan.

- Encouraging progress We will require all schools, both maintained and independent, to publish indicators showing progress in academic results related to intake and such factors such as community involvement, truancy, and delinquency.
- Setting goals We will ask each school to set targets for improvement in the area of maintained schools, in consultation with their I.E.A.s.
- Assisting improvement We will institute "special inspection" of all schools which regularly fail to achieve a certain level in terms of progress.

- Rewarding excellence We will institute an annual "Queen's Award" for schools, to be judged by an independent panel of experts, for outstanding progress, teaching and curriculum innovation and success.
- Promoting professionalism We will establish "teacher fellowships" as one-year awards to outstanding teachers.

- Spreading technology We will develop information technology centres as resources of technology of expertise in collaboration with local colleges, polytechnics and universities and computing.

- Enriching experience We will initiate a pilot project of summer schools, targeted on inner-city children, to enhance performance across the curriculum; we will approach independent schools to participate and make their facilities available for these summer schools.

- Boosting numeracy We will inaugurate a national numeracy campaign, backed by advertising and television.
- Involving parents We will launch pilot projects for parental involvement in schools.

- Empowering parents We will establish a "code of good practice" for I.E.A.s including:
 - Parents having a voice on education committees;
 - L.E.A.s publishing their policies on home/school links;
 - L.E.A.s appointing an advisory officer with special responsibility for developing a closer partnership with parents;
 - The training of parent governors.

● National core curriculum ● more parental choice ● heads to control budgets

State schools to be offered independence

CONSERVATIVE

Parents want schools to provide their children with the knowledge, training and character that will fit them for today's world. They want them to be taught basic educational skills. They want schools that will encourage moral values: honesty, hard work and responsibility. And they should have the right to choose those schools which best fit their children.

For, we will establish a national core curriculum. It is vital to ensure that all pupils between the ages of 5 to 16 study a wide range of subjects - including English, English and science. In each of these basic subjects syllabuses will be published and attainment levels set so that the progress of pupils can be assessed at around ages 7, 11 and 14, and in preparation for the GCSE at 16. Parents, teachers and pupils will then know how well each child is doing. We will consult widely among those concerned in establishing the curriculum. *And, within five years governing bodies and headteachers of all secondary schools and many primary schools will be given control over their own subjects.*

They know best the needs of their school. With this independence they will manage their resources and decide their priorities, covering the cost of books, equipment, maintenance and staff. Several pilot schemes for financial devolution to schools have already started their work, such as those in Cambridgeshire and Solihull.

□ We will increase parental choice. The most consistent pressure for high standards in schools comes from parents. They have a powerful incentive to ensure that their children receive a good education. We have already done much through the 1980 and 1986 Education Acts so that parents can make their voice heard. But parents still need better opportunities to send their children to the school of their choice. That would be the best guarantee of higher standards.

To achieve this:

- We will ensure that local education authorities set school budgets in line with the number of pupils who will be attending each school.
- Schools will be required to enrol children up to the school's agreed physical capacity instead of artificially restricting pupil numbers, as can happen today. Popular schools, which have earned parental support by offering good education, will then be able to expand beyond present pupil numbers.

These steps will compel schools to respond to the views of parents. But there must also be variety of educational provision so that parents can better compare one school with another. We will therefore support the co-existence of a variety of schools - comprehensive, grammar, secondary modern, voluntary controlled and aided, independent, sixth form and tertiary colleges - as well as the reasonable rights of schools to retain their sixth forms, all of which will give parents greater choice and lead to higher standards.

We will establish a pilot network of city technology colleges. Already two have been announced and support for more has been pledged by industrial sponsors. We will expand the Assisted Places Scheme to 35,000. This highly successful scheme has enabled 25,000 talented children from less-well-off backgrounds to gain places at the 230 independent schools currently in the scheme.

We will continue to defend the right to independent education as part of a free society. It is under threat from all the other parties.



Cutting the cake: each borough in the capital will be allowed a slice of the Inner London Education Authority's current responsibilities

Fourth, we will allow state schools to opt out of I.E.A. control.

If, in a particular school, parents and governing bodies wish to become independent of the I.E.A., they will be given the choice to do so. Those schools which opt out of I.E.A. control will receive a full grant direct from the Department of Education and Science. They would become independent charitable trusts.

In the area covered by the Inner London Education Authority, where entire borough councils wish to become independent of the I.E.A., they will be able to submit proposals to the Secretary of State requesting permission to take over the provision of education within their boundaries.

Village schools

We recognize the important contribution made by small rural primary schools to education and to the community life of our villages.

We will ensure, therefore, that the future of these schools is judged by wider factors than merely the number of pupils attending them.

Eighty per cent of all three- and four-year-olds in this country attend nursery classes, reception classes or playgroups. Formal nursery education is not necessarily the most appropriate experience for children. Diversity of provision is desirable. I.E.A.s should look to support the voluntary sector alongside their own provision.

We recognize the importance of teachers and wish to enhance their professional status. The Government has provided a recent amount of money to increase their pay by an average of 16.4 per cent this year - 25 per cent over 18 months. Our new pay award will encourage able young people to enter the career of teaching and reward the many good teachers already in the profession.

The Bournemouth machinery finally broke down and has been temporarily replaced by an Interim Advisory Committee. The Government wants an effective and permanent machinery for settling teachers' pay, in which the interests of all parties will be recognized.

The Government will produce a Green Paper setting out the various alternatives and will enter into wide consultations with a view to establishing a new and effective machinery.

Higher and further education

We want to expand higher education opportunities still further. By 1990, we plan to increase student numbers by a further 50,000, and to raise the proportion of 18-year-olds in higher education.

We will replace the University Grants Committee with an independent statutory body on the lines recommended by the Croomham Committee. The new body will be called the Universities Funding Council (UFC) and will have broadly equal numbers of academic and non-academic members with a chairman who has substantial experience outside the academic world. The primary responsibility of the UFC will be the allocation of funds to individual universities under new contractual arrangements.

Polytechnics are today strong, successful and mature institutions. They are complementary to the universities. Their present structure, under local authorities, is inappropriate for an expanding national role.

As part of our policy to delegate power and responsibility, we will legislate to convert the polytechnics and other mainly higher education colleges in England to free-standing corporate bodies under boards of governors. We will set up a new Polytechnics and Colleges Funding Council independent of central Government, in place of local authority control.

As part of our aim to widen access to higher education we have begun a review of student support which is the most generous in the western world. We need to modernize this system which has not changed for 25 years. The purpose of the review is to improve the overall prospects of students so that more are encouraged to enter higher education. No final conclusions have been reached, but we believe that top-up loans to supplement grants are one way, among others, of bringing in new finance to help students and relieve pressure on their parents.

We will take care to ensure that the best aspects of the present system are retained in any new proposals which we bring forward.

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Unionists stay out of class

by Carmel McQuaid

A clamour for nursery schools, an end to the 11-plus, and for integrated education and grants for students over 16 are pervading themes in the manifestos from five of the seven Northern Ireland parties contesting the general election.

But the two biggest groups, the Ulster Unionists and the Democratic Unionists, are almost exclusively at "the constitutional crisis" and have not included what happens in classrooms as an issue.

Mr Sammy Wilson, the DUP education spokesperson, said: "There is no point in coming to the electorate. We don't have any input into education. All we can do is make vain pleas to ministers - Englishmen who know little and care less."

The non-sectarian Alliance Party - which is nothing to do with the Liberal-SDP grouping - is contesting 16 of the Province's 17 constituencies, and the Workers' Party with 14 candidates, make a concerted bid for integrated education.

They also want selection at 11 replaced by a flexible comprehensive system.

Both parties are in favour of mandatory grants for part-time students and back-to-school community education facilities, directed towards the employment of

demands also included by Sinn Féin, the political wing of the IRA. The Social Democratic and Labour Party, which has 13 candidates and is putting education forward as a central theme of its campaign, has advanced a plethora of novel proposals which not only say what but how reforms should be introduced.

The SDLP demands that a special taskforce be set up immediately to increase participation in nursery education. Only 6.5 per cent of three and four-year-olds in Ulster attend nurseries, compared with 10.2 per cent in England and Wales. The party, while contributing to the overall outcry against the 11-plus, also sees a case for dispensing with exams at 16. But it urges that the GCSE be kept under constant surveillance to ensure maximum advantages accrue from it.

The party insists that segregated education is not a cause of community tension. It wants the churches to establish a number of inter-denominational secondary schools and recommends twinning between schools.

Sinn Féin, with 14 candidates, abhors a concern for the "non-status" of Irish in schools. It wants an arrangement where small schools of 25 pupils can be established in rural areas, with a view to providing a more integrated education.

Plaid calls for 1976 spending

by Sue Surkes

Education budgets must be restored to the relatively high levels of 1976, according to the Plaid Cymru manifesto. The Welsh nationalists should be prepared to accept necessary through major use of buildings and facilities, the employment of peripatetic teachers, and audio-visual links between schools.

Glent comprehensives should be phased out, especially those spread over several sites.

The Green Party, which strongly believes education should be available throughout life and not restricted to the young, commits itself to small-scale comprehensive education. In its manifesto, it is launched next Thursday, it pledges the long-term replacement of public examinations by assessment and public examinations by assessment and the right of parents to educate their own children while having access to community facilities.

The Communist Party of Great Britain calls for the abolition of remaining grammar schools and secondary moderns and the introduction of a legal requirement for every child to be educated in a school or college.

● Smaller classes ● improved supply of books and equipment

Nurseries get top priority

Labour will invest in education so that the abilities of all children and adults from all home backgrounds and in every part of our country are discovered and nourished.

We will make nursery education available for all three- and four-year-olds whose parents want this opportunity. We will make provision for smaller classes and ensure that children have up-to-date books, equipment and buildings without having to depend on fund-raising for those essentials.

The entitlement to free school meals and the restoration of nutritional standards are, like the strengthening of the school health service, commitments which are necessary to safeguard the physical and social well-being of growing children.

We will see that teachers are recognised properly as well-qualified professionals, in their systems of rewards, in the procedures for negotiation of their employment conditions and in participation in the development of education.

In addition, we shall work with L.E.A.s to secure a flexible but clear core curriculum agreed at national level, a School Standards Council, and a new profile of achievement recording individual progress through school for all pupils. We will improve links between schools and home so that parents and teachers act in partnership to raise the best interests of children.

LABOUR

We shall foster achievement with other policies such as providing proper funding for the GCSE curriculum and examination, for improved supply of teachers and equipment for science subjects so that girls as well as boys can increase science learning. There will be maintenance allowances for 16 to 18-year-olds whose family circumstances would otherwise restrict their further education.

We will spread the provision of a comprehensive tertiary system of post-school education.

These policies will all contribute to raising standards of performance in schools. At the same time as we improve the quality of publicly provided education, we shall end the 11-plus everywhere and stop the diverting of precious resources that occurs through the Assisted Places Scheme and the public subsidies to private schools.

Labour values the research and teaching contribution made by Britain's higher education system. We will ensure that our universities and polytechnics get the resources they need to restore and expand the opportunity for all qualified young people seeking higher education to secure places. We will ensure that more young people have access to higher education to give

them the "second chance" of personal development. We will also invest in research in higher education, in order to provide the facilities and opportunities necessary to sustain standards of excellence, to retain standards of the highest talents and to encourage the industrial and commercial application of research output.

Education for life through a well-funded adult education service will help to provide the means by which rapid economic and social change can be embraced.

Training strategy

Labour will establish a national training programme to bring about a major advance in the spread and standard of skills.

We will establish an integrated, high quality Foundation Programme that will guarantee for all 16-year-olds at least two years of education, training and work experience according to their needs.

The Adult Skillplan will develop lifelong training and education for everyone needing to supplement and update skills in work, with particular emphasis given to training for women.

The Jobs, Enterprise and Training Programme will expand existing programmes for unemployed people with a view to providing a job or new skill for the long-term unemployed.



Nursery education will be available for all three and four-year-olds

Within two years of coming into office, Labour will achieve the following key targets:

- a major expansion of nursery education;
- smaller, well-ordered classes;
- a crash programme to boost the supply of books and equipment;
- a significant start on repainting and modernising school buildings;
- expanded in-service teacher training for better teaching;
- a programme to boost teacher numbers to key subjects;
- parents' rights will have been strengthened;
- restoration of teachers' collective bargaining rights;
- a school standards council to agree the introduction of a core curriculum and set standards of provision;
- a profile of achievement to be awarded to all 16-year-olds;

- study grants to encourage thousands more 16-year-olds to stay in full-time education;
- a Foundation Programme will be established with 75,000 16-year-olds entering the first year;
- an Extended Training Scheme will be providing places for 75,000 18 to 19-year-olds;
- a new national council for courses and assessment will be responsible for post-16 education and training;
- unemployed adults will be given unrestricted access to education and training courses;
- scientific and other research boosted;
- adequate resources for higher and continuing education; and
- the provision of grants for access courses and the removal of fees for part-time students.

Richard Garner bids farewell to educationists leaving Parliament and looks at who might replace them

Retirements ring changes among the old guard

The class of '87 – those MPs who left Parliament last Friday never to return because they were retiring from the fray – includes a veritable shake-out of former education ministers.

Three former Secretaries of State – two Conservative and one Labour (at the time he held office) – have gone as well as three junior counterparts.

In addition, Parliament was saying goodbye to the man who launched education's "Great Debate" – former Prime Minister Sir James Callaghan – and a former local education committee chairman, the Liberal MP Mr Stephen Ross, who once chaired the Isle of Wight's education committee.

The best known of the retiring education heavyweights is probably Sir Keith Joseph – Education Secretary from September 1981, until last May (was it really only last May that Mr Kenneth Baker arrived at Elizabeth House?).

The predominant memory of his five years in office will be of his agonizing over continued years of disruption in schools – as teachers embarked on strike action in support of pay claims. He was regarded as the "guru" of the radical wing of the Conservative Party – now somewhat surprisingly so much in the ascendancy under his successor, Mr Baker, the former Heathite – when he succeeded to office in 1981.

However, by the time Sir Keith left office – having told his party colleagues along the way that vouchers (although "intellectually attractive") were an administrative impossibility and that he would need evidence about the

subversive nature of peace studies before taking action against them – the radical right were looking elsewhere for a champion.

It must not be forgotten, though, that during his period of office, he set the seal on the introduction of the GCSE examination that his predecessors had talked about for years. Even that reform – desired by educationists of most persuasions – has become dogged by claims of inadequate resourcing.

Sir Keith, who retires as MP for Leeds North East after 31 years in the Commons at the age of 69, resigned Mr Mark Carlisle as Education Secretary. Mr Carlisle, the MP for Warrington South in Cheshire, who has been in the Commons for 23 years, quits at the age of 58.

It would probably be true to say that Mr Carlisle's period at the Department of Education and Science was less memorable (except for the Professional Association of Teachers, to whom he gave a seat on the Burnham pay negotiating body) than Sir Keith's.

However, he did give us the Assisted Places Scheme – in one of the first Acts of the incoming Thatcher administration of 1979 – and, according to the teacher unions at least, paved the way for the disruption of the succeeding years by removing the statutory procedure whereby pay negotiations automatically went to arbitration if they were deemed to have broken down irretrievably.

The third Education Secretary to retire from the Commons last Friday

was the Conservative MP for Daventry who said on taking office at the DES: "I am determined that we should now make the fastest possible progress towards ending selection for secondary school places."

A Conservative MP? Determined to stamp out selection? You've guessed it. He was Mr Reg Prentice, the MP who crossed the floor of the House of Commons during the 1974-79 Labour government, and ended up as a junior minister in the Department of Health and Social Security in the first Thatcher administration.

His time at the DES seemed to have been welcomed – with reservations – by the TES which said at the moment he was replaced by Mr Fred Mulley: "The loss of Reg Prentice from the DES will be regretted by both pressmen and civil servants."

"He adopted a friendly and frank approach with the former, and he set out to establish a good rapport with the latter."

"Yet somehow his capacity for speaking out boldly and controversially on certain big issues – though not on education while he was at the DES – served to confuse the issues instead of clarifying them. Perhaps now that he is away from education, he will speak more openly about it."

Sad to relate, that is the last cutting the TES has of Mr Prentice.

On the junior ministerial level, one of the most flamboyant characters in the House, Mr Norman St John Stevas, the MP for Chelmsford, is quitting at the age of 58.



Saying goodbye: Sir Keith Joseph, Mark Carlisle, Reg Prentice, Sir James Callaghan; haphefats: Shirley Williams and Hilary Benn

Mr St John Stevas was Conservative opposition spokesman on education during the Callaghan "Great Debate" years and a junior minister during the Heath administration.

He reached the summit of his career as Leader of the House and Minister for the Arts from 1979 to 1981 in Mrs Thatcher's first government.

Mr Ernest Armstrong, who served as a junior minister at the DES in the Wilson administration of 1974 and was himself a teacher before the Second World War, is retiring from his north-west Durham constituency at the age of 72.

Finally, Sir William van Straubenzee, chairman of the Parliamentary Select Committee on Education, Science and the Arts until the dissolution, is also retiring. The MP for Wokingham has been in the Commons since 1959 and was another to serve as a junior minister in the Heath administration.

However, if three former Education Secretaries are now bowing out, at least – is hoping to return. Mr Shirley Williams, Education Secretary in the Callaghan administration, has set her sights on the highly marginal Cambridge seat for the SDP.

Another former party education spokesman – albeit only for about a fortnight – who is hoping to make a comeback is Mr George Cunningham, the former MP for Islington South, who only just lost out to Labour under the 1983 election.

And for every education committee chairman who leaves the Commons one is waiting in the wings to replace him. Mr Hilary Benn, who chairs the London borough of Ealing's education committee, is contesting Ealing North for Labour against the former deputy headteacher and Conservative MP of several years' standing, Mr Harry Greenway.

Balancing science and winning votes

by Ian Nash

If elected, a Conservative government would be in no rush to extend its "balanced science for all" policy beyond the age of 16, Mrs Angela Rumbold, Minister of State for Education, said last week.

Using more populist jargon, she might have said: "A levels are safe with us." It has been said before and is reckoned to be a vote-winner. But if the growing tide of opinion within the scientific and education community is correct, then such votes are won on public ignorance.

It is not the A level GCE itself that is in question, as became clear at the launch of two major science education initiatives last week. It is the fact that, as an arbitrary standard, it has increasingly prevented others from getting a look-in.

Mrs Rumbold was careful not to rule out the possibility of A level reform following the Higginson committee report, when she spoke after the launch of the Association for Science Education pack, *Balanced Science for All*, that is aimed at informing parents, governors and employers.

But with the abundance of educational initiatives already in progress, "there is a need to let things settle, otherwise we will be accused of attempting to lower standards," she said. Her political sympathies are with party members sceptical about A level dilution and even about Advanced Supplementary (AS) levels.

Pre-16 education is quite another matter, as she told the ASE last week. "We believe that all pupils should follow a broad, balanced and relevant science course to the age of 16 which occupies no more than about 20 per cent of total curriculum time in years four and five."

The Government could hardly fly in the face of evidence from the ASE's 1979 report *Alternatives for Science Education*, Her Majesty's Inspectorate and the Department of Education and Science.

The education pack, produced by the science advisers' group of the ASE and put together by Mr Ian Carpenter, senior science inspector for Cambridgeshire, includes videos, leaflets,

information sheets, prepared speeches, a computer program and overhead transparencies.

A teachers' pack was published last month through the efforts of the Secondary Science Curriculum Review, supported by 3,000 teachers in 270 working groups in the majority of local education authorities in England and Wales.

The Secondary Examinations Council is about to publish criteria for double science syllabuses which fit in with the "20 per cent for all" model and give a sound foundation for any of the three main sciences at A level.

Clearly, it was pressure from the education profession and not politicians that secured the GCSE and balanced science for all (which still has far to go to pervade the school curriculum).

Professor Jeff Thompson, chairman

of the steering committee of the SSCR, summed up the feelings of many leading academics when he said: "From my point of view it will be a welcome pressure, if broad science is good up to 16, then it is good for students over 16."

Pressure from another quarter last week was far more emphatic about the urgent need for wholesale reforms after 16, with the publication of *The Path to Higher Education* by The Foundation for Science and Technology which is a "think tank" for 125 professional bodies.

Sir Alistair Pilkington chaired the foundation's working party which was asked to identify objectives to ensure students who entered HE had a broad and balanced education, with a firm grounding in technology as well as science.

The working party concluded that

higher education institutions demanded A-level grades that were manifestly high and that there was a need to consider an overall portfolio of attainment and capability similar to those planned for all 16-year-old school-leavers in 1990.

Moreover, there was a need to consider vocational and non-vocational qualifications other than A level, and to put technology on a par with science rather than consider it a poor relation.

In 1979, an ASE paper was entitled "Alternatives to Science Education" by opponents of science advocates for education who were dismissed as a bunch of hot-headed radicals.

Sir Alistair stressed that the recommendations in the FST report were a blueprint for the future. "It is not an attempt to blame people for errors in the past."

But the recommendations show that politicians have failed on too many counts. They excluded A level from the review of vocational quality of the GCE; and in so doing they discouraged HE from broadening its outlook.

More than 120 industrialists, trade unionists, university vice-chancellors and polytechnic directors met at the Royal Society to debate *The Path to Higher Education* and accepted the document as a checklist for action.

Its aims are ambitious and will mean considerably more work for the HE sector in considering other than academic qualities, in designing its courses more flexibly rather than making blanket demands from schools, and in promoting much closer links with FE colleges for access courses.

The National Council for Vocational Qualifications needs closer links not only with the SEC but with university admissions tutors.

Copies of the report are being sent to all schools, colleges, universities, i.e.s and major industries. Further copies of *The Path to Higher Education* are available from The London Science Centre, 20 The City University, Northampton Square, London N1C 4AT.



Eighteen-year-old Deborah Frost is one of five top science pupils chosen to represent the UK at the 1987 International Science School in Australia. Deborah, from Godalming College in Surrey, recently won a prize for her work in science from the Duke of Edinburgh, patron of the ASE, at a ceremony at Buckingham Palace earlier this month.

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Open to choice: school, college, job or training

Mark Jackson reports on what the major parties' manifestos promise for the Youth Training Scheme and the Manpower Services Commission

Enforced or improved, the work plan stays

The Youth Training Scheme is safe, whatever other choices face the nation on June 11. In their manifestos this week, all three major parties undertake to continue the scheme in some way.

The Conservatives will make the scheme compulsory by withdrawing the right to social security benefit from school-leavers who refuse the offer of a YTS place.

The Labour Party will make it part of a high-quality foundation programme in which 16-year-olds will be offered a choice between full-time education and work-based training.

The Alliance way echoes the Labour plan, proposing to build on the YTS to create a fully-comprehensive, high-quality, vocational and educational programme.

Both Labour and Alliance, in policy statements from which their manifestos are derived, have made it plain that they want to give the education service a much bigger role in shaping overall provision for the 16 to 19s.

The Alliance pins its faith on achieving this through changes in organisational structures – by handing over control responsibility for the YTS to a Department of Education, Training, Science, and local implementation, to new joint committees of local authorities and the Manpower Services Commission area boards.

Labour is planning to use a more sophisticated approach – leaving the administration of the scheme with the MSC, but handing over the effective power to shape provision to new independent bodies likely to be dominated by educators.

The main bodies planned are a new inspectorate combining Her Majesty's

Inspectorate with the MSC's own watchdogs, the Training Advisory Service, with sweeping powers to define and enforce the quality of provision in both the YTS and full-time education. But seen as equally important is a new national assessment board to create and administer a single system of examinations and awards covering both academic and vocational courses.

The Conservatives justify their proposal to withdraw benefits from YTS refusniks, estimated at about 5 per cent of those offered places on YTS, by claiming that only those with some disability have any reason to be unemployed.

"They can remain at school, move to college, get a job, or receive a guaranteed training," says the manifesto. It warns: "We will take steps to ensure that those who remain unemployed are not eligible for benefit," but adds: "We will, of course, continue to protect other young people, such as those who suffer from disabilities."

The manifesto does not say whether it will regard pregnancy as a qualifying disability – Youthaid, the unemployment pressure group, pointed out last week that more than 50,000 pregnancies a year occur in the 16 to 20 age group.

Whatever the exceptions, the change is likely to reduce the unemployment figures by around 100,000 a stroke, compensating in the Government's eyes for the failure of the new adult Job Training Scheme to have had much effect on the statistics so far. But it is also likely to trigger one of the bitterest battles since the introduction of YTS, perhaps the worst ever. Some

of the groups who are the scheme's most enthusiastic supporters may be ranged against the Government.

Among them are likely to be the employers: they do not want to have to train virtual conscripts, whom they fear would sap the morale of the other trainees and make it difficult to run effective training. It was their opposition which did most to dissuade Mr Norman Tebbit, then Employment Secretary, from making the scheme compulsory.

The TUC will protest loudly, but will, on the evidence of its record towards earlier "unacceptable" Government impositions, devote most of its real efforts to persuading militant unions to accept the inevitable so that it can retain its places on the MSC and the area boards.

More sustained opposition is likely to come from local authorities and voluntary agencies, but few of these would be prepared to pull out of the only government-funded youth training programme on offer.

Curiously, if either of the opposition parties is elected and implements its promises to provide a superior youth training programme which no longer raises doubts about the quality and consistency of its provision, then employers may be left as the only group seriously opposed to compulsion.

Most of the professional groups, local politicians, and senior union officials involved in youth training are aware that in other countries where it is the accepted practice for young people to stay in full-time education or some established form of training up to the age of 18 or 19, state benefit is not paid to those who opt out.

Time is called for the expansion of empire

The Manpower Services Commission has a future, according to the major parties' manifestos – but its growth for more than a dozen years would seem to be over.

The Conservatives have decided that the MSC should concentrate on training – which presumably also means its growing role in education – and are thinking of taking the Jobcentre network out of its control.

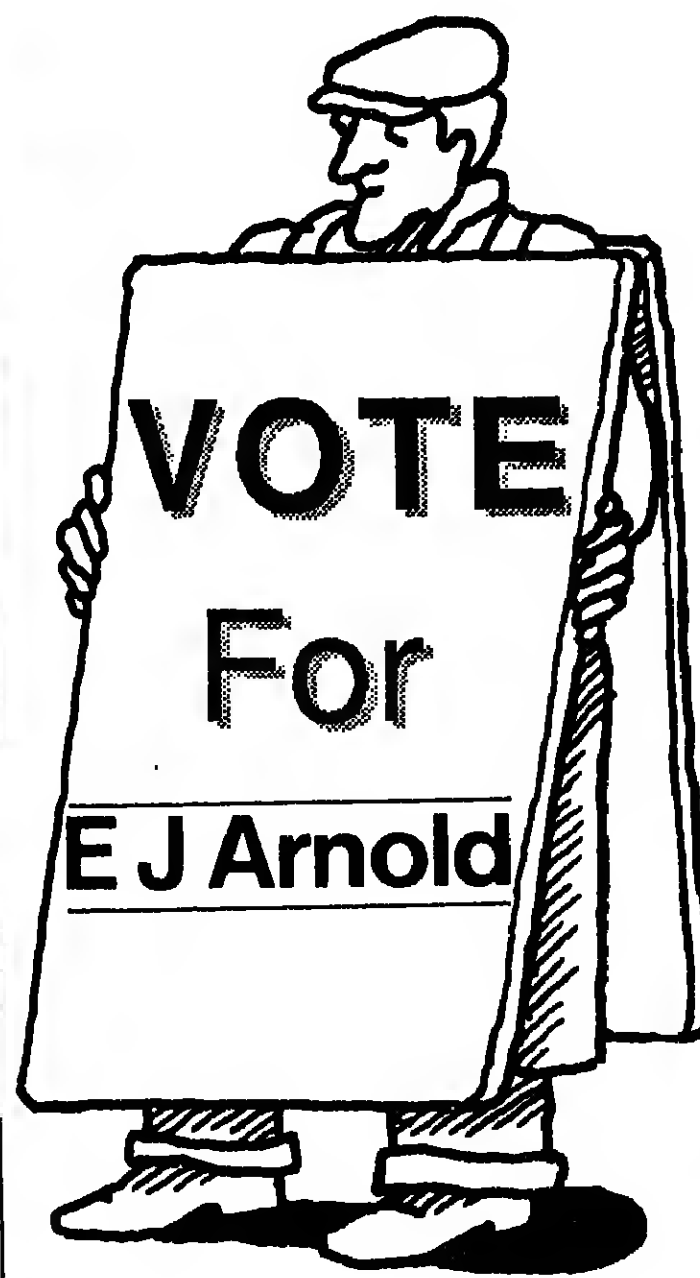
The Tory manifesto says: "We will consult the Manpower Services Commission about transferring Jobcentres to the Department of Employment so that they can work more closely with unemployment benefit offices." The MSC would then become "primarily a training agency".

The Conservatives say they would increase employer representation on the MSC and its advisory bodies – until now kept at the same strength as the

Neither the Labour nor Alliance manifestos say anything specific about altering the status of the Commission, but the Alliance plans gradually to transfer the MSC's responsibility for youth training and other 16-19 activities to the new department it would create for education and training and to the local authorities.

Labour has no specific plans to whittle down the MSC, preferring for the moment to concentrate on forcing it to raise the quality of its programmes. But both the other parties' proposals – a combined department and reducing the MSC to a training agency – are still among the measures which Labour may consider later.

Meanwhile, although Labour has no plan to change the union-employer balance on the MSC, it is committed to raising the level of education representation to match that of the other two groups.



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Following the Jersey pattern

TEACHERS' TAY

Will the National Association of Head Teachers call for separate negotiating rights for heads and deputies lead to divisions in the staffroom? James Meikle reports

A year ago, the National Association of Head Teachers said it had lost confidence in the Government and felt snubbed when Mr Kenneth Baker failed to attend its annual conference—even though he was just a week into his new job as Education Secretary.

But other teachers' organizations now see the NAHT as being hand-in-glove with the Minister, who has been planning—until election duties ended—in snail-pace their nifty fealties by addressing them next week.

The minuscule of the hostility is the NAHT's campaign for separate negotiating rights for heads and deputies. It is not just the "classroom teacher" unions which are upset either. Indeed, some of the most bitter remarks about the NAHT come from senior members of the normally polite Secondary Heads Association. The ver of words between the two organizations at national level is embarrassing many of their members, especially since the National Union of Teachers and National Association of Schoolmasters/Union of Women Teachers have at last buried many of their differences.

However, the differences in style and philosophy between the NAHT

and SHA, which led to the latter avoiding merger moves this year, have been well illustrated by this issue.

The fact that the NAHT decided to press for separate negotiating arrangements even during the height of the pay dispute is forgotten. The perception of many teachers in the furious aftermath to an imposed settlement and the suspension of all negotiations is that Mr Baker gives the NAHT favoured status.

The Education Secretary earlier this month said there was a strong case for separate arrangements but left a final decision until a Green Paper outlining all the long-term options for pay determination had been circulated and interested parties, including parents, churches, teachers and local authorities, had been consulted. This process is to start in the autumn.

The NAHT argues that heads' and deputies' conditions of service are different and they are being given increasingly specific responsibilities for the management and financing of schools. Pay differentials have been squeezed because the biggest unions have succeeded in winning a bigger share of the salaries cake for classroom teachers, who form the majority of their members. The unions representing only heads and deputies were heavily outnumbered on the old Burnham Committee and would be again on a national joint council which dealt with both pay and conditions.

All unions with heads and deputies could be represented on a separate committee, the NAHT says, but the number of representatives would be different. Heads and deputies could still influence pay and conditions issues for the whole profession, of which they remain a part.

The NAHT discounts fears that

having separate negotiating committees would alienate its members from their colleagues, pointing out that such a system has worked for policemen, firemen and, indeed, education officers. It also denies that heads will become just a lower tier of local authority administration—and Mr Baker's plans to devolve power to schools may bear out that confidence.

SHA, however, conscious of the teamwork needed to run schools, especially big secondaries, believes separate negotiation would drive a wedge between classroom teachers and top management. Why not separate arrangements for heads of department too, SHA caustically asks?

It fears that heads will become as isolated as their counterparts in American schools, a warning sounded recently by Mr Rammott O'Kane, the president of the NAS/UWT, who suggested that teachers may in return press for election of their heads.

The teacher unions will be watching events in Jersey where the NAHT branch is conducting separate pay negotiations and working on job evaluation with the island's education committee. The Jersey Association of Head Teachers has pulled out of the teachers' panel, where the unions spoke with a collective voice, although

it still has representation on the consultative council.

It has still to be seen whether there is a permanent separate arrangement. The JAHT, which represents all but one of the heads on the island, and nearly two-thirds of the deputies, says it is trying to "catch up" as the Channel Islands teachers last year broke their Burnham ties and got big pay rises in return for a detailed contract. The heads and deputies only received an interim award.

Mr Tom McKeon, JAHT secretary, said: "We were quite prepared to stand back and allow the agreement with the assistant teachers to be cemented because if we had insisted on negotiating a package for headteachers through the same machinery, there would have been significant delays in implementing an agreement."

The size of the claim—for rises due to come into force next month—is still confidential, but Mr McKeon said it would be shown to other associations so they could comment on it.

He did not feel that heads were now seen as "excluding" other teachers. In Jersey everyone knew each other, and heads were welcome in staff-rooms.

He thought the withdrawal from the teachers' panel was sensible. "Our position was becoming rather anomalous. Headteachers are responsible in large measure for management of schools and very often teacher associations wish to take a stand that makes life difficult for managers."

"I don't necessarily accept the *primus inter pares* model of the headteacher. But headteachers' roots are firmly planted in the teaching profession. A lot of headteachers still depend on the bulk of the working week teaching."

But Mr Ken George, the local secretary of the NAS/UWT, thinks a "them and us" situation is developing. "We have deputy members whose views are not being represented by the NAHT but they are refusing to allow us on to their negotiating committees to represent their views."

"We are unhappy about it. They don't see themselves as headteachers, they see themselves as managers."

Officers hoping for bountiful summer

Chief education officers are hoping that their separate negotiating machinery will win them big pay rises this summer.

With other local authority officers, they only received 3.5 per cent for 1986/7 after an arbitration award that was the same as their employers offer.

The figure mirrored the interim payment to teachers, but was slightly less than the 5.96 per cent rises paid by other white-collar staff.

The Government-imposed settlement for teachers, however, gives 9.3 per cent rises and salaries of £30,000 for October for heads of the largest comprehensive schools. It will take their pay well above the basic rate for CEOs in the smaller local authorities, unless there is a big local government award in July.

Chief education officers have negotiated separately from the rest of the service for nearly 30 years with the aim of making comparisons with other senior management in the public and private sectors.

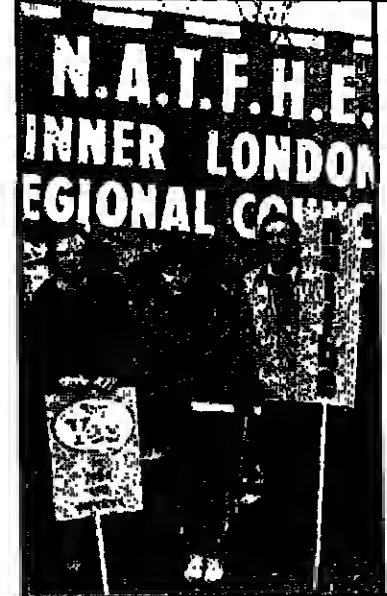
The ending of links with headteachers' salaries has also affected some educational advisers whose roles traditionally matched those of teachers' colleagues while technically heading their own negotiating body, the Secondary Commission.

New general advisers are being offered 16.4 per cent, subject advisers 9.3 per cent and other principal advisers 9.6 per cent in two stages—4 per cent from April, and the rest from September.

A trench war with few casualties

FURTHER EDUCATION

For five months college lecturers have been embroiled in a pay dispute which has attracted few headlines. James Meikle reports



THE STORY SO FAR

June 1986
Lecturers accept 5.5 per cent

October 1986
Talks on reform break down

January 1987
NATFHE starts overtime ban and "no cover"

March 1987
Talks reopen with new negotiating machinery. Association of Polytechnic Teachers admitted. Employers offer phased 9.3 per cent pay rise along with changed conditions

May 1987
NATFHE stages regional strikes and rallies, threatens to withhold exam results, ban use of cars and take administrative sanctions

Politicians argue over the schools, the universities, and to a lesser extent, the polytechnics. They do not pay much attention to further education colleges, except where they are needed to satisfy vocational training demands and help prepare young people for a life away from the dole queue.

The pay dispute involving their teaching staff therefore generates little heat among those not immediately affected by it. Even regional strikes and rallies over the past 11 days were deemed to merit no more than a couple of paragraphs in the "quality" newspapers.

There is little emotion to be generated, no accusation of young chieftains on the street while "Sir" is being selfish. An overtime ban and refusal to cover for absent colleagues, operated since January by members of the largest union in the sector, the National Association of Teachers in Further and Higher Education, has not, on the whole, hit the employing local authorities in the pocket by threatening the carrying courses. National bodies claim on the colleges for training—the Slough Services Commission, the Business and Technician Education Council, or the Construction Industry Training Board, report few big worries.

As usual in these affairs, the management of individual institutions have been left to organize as they think best, and the impression is of college "islands" courses being hit.

The union has other shots in its arsenal: the withholding of exam results (a letter to be sent), a refusal to use private cars on college business and a campaign to snarl up college administration. NATFHE's annual conference at Blackpool this weekend will indicate whether members' patience is wearing thin.

Political interest, even necessity, made the Government agree to more money for school teachers—albeit through an imposed settlement—and for university lecturers, although the universities and staff have to make up extra funds through efficiency and restructuring, but in this sector. Mr

paid on April 1, with another 5.3 per cent added to 1986 pay levels in September, thus keeping the actual cost to authorities this year down to just over 7 per cent. Actual rises proposed varied widely, with some lecturers on a new basic scale of £8,000-£14,500 getting below average rises, while principal lecturers end above were in line for 15.7 per cent increases.

Even this, unions argued, could leave staff trailing behind university counterparts by between 10 and 16 per cent when the second stage of the universities' settlement takes effect next March.

To pay for these rises, employers argued, some lecturers would have to teach more hours. More courses would have to be designed to attract private income, and the old academic/vocational divide that had determined the status of courses would have to be bridged.

They specified a 22-hour "normal medium" teaching week, rising to 26 hours for more than 10 consecutive weeks, stressing however that it would not mean the loss of more than 11,000 jobs, as claimed by NATFHE.

The unions complained, stressing that efficiency was already rising, both in terms of lowering unit costs and raising staff-student ratios.

NATFHE said lecturers doing non-advanced work currently teach for about 18 hours a week—within their contracted 30 hours—and those doing more advanced work teach for just under 14 hours. The union has argued broadly for the status quo, saying

research, marking and preparation, and other duties deserve the time presently allotted.

The non-striking Association of Polytechnic Teachers also said the employers demands were unrealistic, warning that academic standards may suffer. The employers have since shifted a little—the demand now is for a maximum teaching week of 21 hours, with 24 hours in up to 10 consecutive weeks. But they have said there is room for further flexibility.

Long hours of informal talks have been held with NATFHE, but not the 3,000-strong APT—now guaranteed a place on formal bargaining machinery—but excluded once again. An improved pay offer was expected to be discussed as The TES went to press.

There has been tricky detail to settle first. Abolition of the grading of courses also removes established means of calculating the size of institutions and the pay of senior staff, for instance.

Agreement will not be reached this year on new arrangements but the employers are insisting that changes will be made before next year's pay is awarded.

New conditions for part-timers, who account for about 100,000 of the 180,000 staff in colleges and polytechnics, should afford them better employment rights, comparable with the school sector.

Guidelines for appraisal and a way of staffing and measuring the explosion in open learning developments are some of the problems facing an education sector that prides itself on flexibility yet is being asked for stricter definition of responsibility.

There are noises of union. Even those fiercely resisting the Government's desire to divorce polytechnics and higher education colleges from local authority influence are considering whether to separate the pay end conditions talks for their staff from those in the FE sector.

Complications would need to be ironed out, because several of the big county FE colleges, for instance, offer advanced work but there is no bucking Mr Baker's interest in at least this aspect of post-16 education.

But there is temptation facing lecturers in general. Outside financing of courses is now an important part of college life, and the present pay negotiations will make it more so. That means colleges now have "profit" to dispense as well as public funds. Their staffs might want a share in those goodies, and therefore be tempted not to show the same devotion to the rather general educational and training schemes traditionally on the FE menu.

To charge or not to charge . . .

FIELD TRIPS

Who should pay for a night out with Hamlet—parents or the l.e.a.? Barry Huggill studies the 1944 Education Act to try to find out

There is good reason to believe that a number of local education authorities are breaking the law—and getting away with it.

It's not that a minority of councillors are using their positions in further their own nefarious ends. Rather than the law, or, more accurately, one aspect of it, is a mess and open to differing interpretation.

The offending statute is Section 61 of the 1944 Education Act which says that "no fees shall be charged in respect of the education provision in any maintained school".

On first reading it appears simple enough—and perfectly reasonable. The problems arise when an provision is made to define "education provision".

Imagine that you are the proud parent of 16-year-old Maureen, who is studying at the local comprehensive for her A level English. A set play in *Hamlet* and the district amateur dramatic society is staging a production at the civic hall.

As a good parent you buy tickets and make a family outing of it. Who pays? In that case you do, but what if Mr Beir, Maureen's English teacher, strongly urges that she attend because it will help her to understand the bard better? It could clearly be argued that the theatre trip is an essential part of the course end that the local authority should meet the cost.

It is certainly the view of the local ombudsman that l.e.a.s cannot charge pupils for taking part in out-of-school activities that form an essential part of an examination course.

In a number of recent rulings in Kent, Wiltshire, Hertfordshire and North Yorkshire he has backed parents who have demanded refunds from local councils for money they have had to spend "in pursuit of a child's education".

The local authority associations are understandably upset. It's not that they are mean but that they have realized the implication of those rulings. L.e.a.s are hard-pressed for cash—everyone knows that. If they have to meet the cost of every field trip, school visit, or theatre outing they will have even less to spend on books.

They think that they have found a legal way round the problem following a High Court ruling in 1981 that whilst it was the case that any activity that formed part of the curriculum of a maintained school was covered by Section 61 it was up to the authorities to decide what was to be included in the curriculum.

Accordingly, the Association of County Councils has urged member authorities to advise teachers to present field trips to parents as "desirable" rather than a "compulsory" part of the curriculum. The ACC singled out field trips because the complaints to the ombudsman have concerned charges made for such expeditions. But on ACC spokeswoman pointed out that Section 61 equally applied to not only the extra trips but even charges for school materials.

The Department of the Environment is currently undertaking a review of all local government fees and charges. If a Conservative government is returned on June 11, legislation will be introduced exempting l.e.a.s from automatic responsibility for all costs incurred in the pursuit of educational activities.

But the earliest date for legislation would be the autumn of 1988 (when Kenneth Baker is expected to introduce his major education Act).

Whoever wins the election, the local authority associations will be pressing for a quick amendment to the 1944 Act allowing l.e.a.s the right of discretion in deciding what should, and should not, be paid for.

THE TIMES



Out of office

Once they were all-powerful. Now, Bernard Levin says, "they have to go to Poland to find someone who will pretend to take them seriously". In *The Times* on Monday, Britain's sharpest columnist analyses the decline of the trade union leaders

... and regularly in *The Times*

David Miller on sport, Frances Gibb on the law, Irving Wardle at the theatre, John Clare on education, Jane MacQuitty on wine, Barbara Amiel's viewpoint, Paul Griffiths on music, Shona Crawford Poole on travel, Jonathan Meades on eating out, David Robinson on the cinema, the unique *Times* crossword . . . and much more

THE TIMES

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Still battling gamely on

CRICKET

Huw Richards examines the state of school cricket and reports that rumours of its death have been greatly exaggerated

State schools have been held responsible for most of the ills—real or imagined—of modern Britain so perhaps it was inevitable that they would get the blame when the England cricket team stumbled to one embarrassing defeat after another last summer. Schools weren't turning out cricketers anymore, was the conclusion drawn by numerous pundits.

This theory suffered a setback with England's successful tour of Australia. The captain, Mike Gatting, went to school to Brent. So did Phillip DeFreitas, who had a memorable first tour. And the decisive bowling at the end of the series was done by Gladstone Small (Moseley School and Hall Green Technical College).

Even so, it was possible for the schools correspondent of *The Cricketer* to greet the new season with the announcement that "the future of school cricket seems to lie firmly in the independent sector".

While that is hardly true there's no doubt conditions have been unfavourable for schools cricket for some time. Until recently it was taken for granted that boys would play soccer or rugby in the winter and spring terms, followed by cricket in the summer. But once this unquestioned primacy was lost, further factors came into play. Nobody could call cricket cost-effective: it requires expensive equipment and, in London at any rate, the cost of transporting pupils to playing-fields, plus the time taken, is a further minus.

Cricket pitches also take up a lot of space—and of the 22 players in a game, at least six will be idle even if two of the batting side umpire and another keeps score. Considered anomalously, cricket is less worthwhile than games such as volleyball.

The steady loss of playing fields to developers has become something of a flood since local education authorities were given a freer hand in 1981. Colin MacPhee of the National Playing Fields Association reckons that about 280 school fields have been lost this decade. Losses are spread across the country with rural authorities just as likely to cash in as urban ones.

Pressure on remaining pitches has tended to reduce their quality and nothing deters the aspiring cricketer as fast as the sight of a 12-year-old medium-pace making the ball rear suddenly high-end off a good length.

Much harder to assess is the impact of left-wing authorities' alleged opposition to "elitist" competitive sport. They deny opposing competitive sport outright, pointing instead to a difference in priorities.

London Strategic Policy Unit sport adviser Ian MacNicol says: "The competitive sports lobby fails to make the distinction between physical education—the development of physical skills which are as basic as reading and writing and as integral a part of any balanced curriculum—and competitive sport, which is tangentially related to it."

But the impact of the teachers' dispute is not in question. Sporting activity in schools has tended to rely on the voluntary efforts of PE teachers, and the reduction in full-time teachers' activity has inevitably had detrimental effects. Even so, last year the English Schools Cricket Association arranged more than 700 county matches, while the volume of club-school links is greater than ever before.

While the independent sector's superior facilities will continue to give them the edge, the evidence of recent matches in the Lord's under-19 festival

HIGHER EDUCATION

Diane Spencer sifts through the latest batch of Department of Education and Science statistics, comparing higher education in the UK with abroad

The publication of a detailed set of statistics is a task fraught with hazards at any time—but, with the general election campaign in full swing, the dangers are increased.

This is probably why the latest set from the Department of Education and Science—comparing higher education in the United Kingdom with other

Percentage games that must be played ultra cautiously

countries—starts with the qualification that "because of differing educational systems, traditions and terminology, international comparisons always present difficulty."

"This is no less true with higher education than elsewhere. Nevertheless, with the necessary strong caveats, some useful findings can be presented."

The findings could provide a crumb of comfort for all the major parties at the hustings, too—now the topic of higher education has been raised.

For the Government's opponents in the Alliance and the Labour Party, there is the oft-repeated statistic that the number of 18 to 24-year-olds going on to higher education in the UK seems dimly low.

Only 15 per cent of the age group had enrolled, compared with 44 per cent in the United States, 22 per cent in the Netherlands and 21 per cent in Japan.

However, the DES says these figures are a misleading guide to participation in higher education because of varying course lengths and wastage rates.

For the Conservatives, the fact that Britain came top of the international league table on the proportion of students who qualified in science and engineering could well produce a flip-flop.

UK qualifiers in engineering, at 16 per cent of the total, were about the same as for West Germany, Japan and the Netherlands, but more than in France, Italy and the US.

The British proportion in science was also higher than most other countries, and, taking science and engineering together was the highest, claims the report.

Japan has the lowest and the US the highest rate of participation by women, but Japan is well ahead below degree level.

Britons around the middle for degree and postgraduate standard, with 45 per cent and 34 per cent respectively.

And women did worse than men when it came to qualifying, except in the States. The gap between men and women was larger for the UK, France and Japan than for Italy, West Germany and the Netherlands.

The DES warns that education expenditure comparisons are even harder to make than those on student numbers. However, it seems that current public expenditure on all education as a proportion of gross national product rose from about 3 per cent in the mid-1950s to some 5 to 6 per cent in the late 1970s in nearly all countries. Since then, there has been a slight decline in some.

Public expenditure on higher education as a proportion of GNP in Britain would appear to be much higher than in West Germany, Italy, France and Japan; but considerably less than in the Netherlands and the US.

However, deducting spending on student support reduced the UK expenditure to 0.8 per cent of the GNP from 1.1 per cent—but that was still higher than comparable figures for France (0.6), West Germany (0.5), Italy (0.5), and Japan (0.4). The Netherlands spent 1.6 per cent and the United States 2.3 per cent.

Of all the countries compared, only the UK and Italy did not operate a students' loan system—although the bulletin points out that in Japan the loans systems applies to only a few students.

International Statistical Comparisons in Higher Education, DES Statistics Branch, Elizabeth House, York Road, London SE1.

FEMALE PARTICIPATION IN HIGHER EDUCATION

Enrolments	1972	1984
France	47	49
Germany	33	42
Italy	38	46
Japan	29	34
Netherlands	31	42
UK	42	45
US	43	81

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Supply of black teachers cannot meet demand

Its president, Sister Catherine McNamee, said last week that the study was not complete. "If the preliminary results stand up," she added, "we will have to take some serious action."

• Mary Follain exami

UNITED STATES

best were

When the best were not good enough

Mary Follain examines a report on dangers t

lines a report on dangers t

Doom may follow boom for universities

The report focuses on universities which are felt to be more at risk than

with higher proportions of arts and social science students than intended. Most universities do not have

mentals also criticize curriculum content, but this remains a "secret garden" in which they cannot inter-

la not at risk, the report concludes. Some may close, but others will not.

sharing and increasing part-time and short-term contracts.

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Diane Spencer reports from Helsinki on the Council of Europe's standing conference of education ministers

Good words waiting to shape good works

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LETTERS

Reading success starts with understanding text

Sir - Jeff Hynds will be sorry to learn that he is a failing reader (Letters, May 8). When interacting with my Talk-back article on reading failure (April 24), he brought so much of himself (namely, his prejudices) to the read that he totally failed to interact with the text so as to derive its meaning.

Children who learn to read successfully begin with meaning, and infer the nature of text from this, and their reading progresses due to a combination of meaning and of understanding the nature of text. Marie Clay found that a good predictor of reading failure was the child's lack of understanding about the nature of text.

Perhaps, like so many educationists,

Mr Hynds does not know what it is like to fail, and to be aware of himself as a failure. As a good teacher, however, I am sure that he does not present the same thing, in the same way, to a pupil or student who has not understood him.

A failing reader is a reader who is aware of his failure. Something is getting in the way of his being able to work out how print tells you what to say (and also, when he writes, how you make marks on paper so that other people know what you are saying).

As a proponent of the "top down" view of reading, Mr Hynds assumes that as a teacher concerned with reading failure I must be an exponent

of the "bottom up" view. Does my article mention sub-skills? Does it suggest that we diagnose children's weaknesses in sub-skills (which might be unrelated to literacy) and remediate them with "programmes"? It does not.

My article was a plea for intelligent moderation, suggesting that we look again at the way we present text to the failing reader. Mr Hynds, having been given this advance organizer, would do well to read the article again.

K MARY BECK
Special needs advisory
and support teacher
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Real arrogance

Sir - Julia Hagedorn's report on Betty Root's booklet *In Defence of Reading Schemes* (TES, May 8), includes some statements that seem to be in conflict. She states that learning to read "using real books was fine if you had a union of highly competent, highly literate teachers who really knew their books". However, earlier in the article, she states "that those who write about using only 'real' books reveal a certain arrogance".

So, those teachers who attempt to improve their competence and knowledge about books cannot win, for then they become "arrogant".

Furthermore, it seems ironic that publishers of some recent reading schemes are declaring that they are now producing better stories and employing well-known "real" authors. This is going to pose a problem for teachers, as Betty Root clearly does not believe that they are "competent" or "literate" enough to recognize quality in "real" books.

So when she says that teachers should be "credited with the ability to choose a method which worked best for them," such choice is not meant to be informed by a good knowledge of "real" books.

Betty Root's wide-ranging survey of infant teachers reveals that only 3.5 per cent use a "real" book approach entirely. Such figures, placed alongside the earlier statement that "reading scheme teaching techniques invariably have been found to achieve the re-

quired goals," suggest that all is well (or at least 96.5 per cent well) in the world of teaching reading.

However, whether we look at adult literacy or at the concern expressed about literacy standards in secondary schools, it seems for many children the "required goals" are not being achieved. If these children have failed after an early literacy education of reading schemes, perhaps the success of the others may be due to other influences, perhaps even "real" books at home.

Even among normally literate adults, there are many who describe themselves as slow readers. It may be said that their early experiences of reading aloud to their teachers from systematic schemes have encouraged a word-by-word, one-paced method of reading. It is obviously impossible for such influence to be proved by research which usually confines itself to safer, short-term gains.

Reading schemes, which perhaps claim no more than giving children a springboard from which they can become "real" readers, may nevertheless be creating reading behaviour that makes it more difficult for children to become fast, selective and reflective silent readers.

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Deaf adults' role

Sir - On behalf of the National Network of Deaf Students, I would like to add some comments to the views so well expressed by Paddy Ladd (TES, May 1).

Of course he is right to be deeply concerned with the literacy problems of deaf children. However, he needs to address his statements to both mainstream and segregated deaf education, as neither seems to be succeeding from the literacy standpoint. Failure seems to be built into both systems as they now exist.

Mr Ladd advocates that the solution is the right of hearing-impaired children and parents to learn British Sign Language (BSL) from the cradle. This would certainly improve the situation but it is not the total solution.

There is agreement from most deaf adults in this country that changes are urgently needed in communication methodology in the learning environment and attitudes on the part of teachers, parents and others connected with deaf education.

If real progress is to be made then deaf adults, many of whom have grappled and struggled with their own literacy problems, should be fully involved and consulted on such matters.

Most deaf people are aware that the deaf education system is controlled and administered by "hearing" people who are not likely to make many changes to the existing schools whether of the royal patronage type or of the comprehensive partially hearing unit (PHU) variety, and the majority will continue to "chug along," even though they are producing pupils of low attainment, many lacking self-esteem.

What can we, as deaf people, do about this unsatisfactory situation? One of the answers - I have many more - might be to follow the example of the Education Secretary on city technology colleges, setting up and bringing into existence, with the help of enlightened benefactors and entrepreneurs, new types of "experimental" schools which would be controlled and administered by a deaf and hearing personnel. At least half the tutors would be deaf.

Most of us know that deaf children need other deaf children as well as hearing children but they also need deaf adults, and hearing adults who will work together towards being fully integrated. Deaf children need to see deaf adults succeeding and setting an example in an integrated environment in order to succeed.

Why should this remain an ideal, a dream? Certainly someone on a literacy and articulate in English and BSL, as Mr Ladd is, might even contemplate becoming the first principal of such an action-oriented learning school. For all this to occur deaf adults will need to be organized, trained and display the kind

Second series

Sir - The letter from Paddy Ladd strikes a responsive chord from one in the media who is trying not to ignore the plight of deaf children.

Channel 4 television, to its credit, through its senior commissioning editor for education, Naomi Sargent, and assistant commissioning editor, Sue Crookford, have been aware of the situation for some time.

Last year my company was commissioned to produce a series for deaf children, *Handicapped Children*, aimed at starting to teach deaf children and hearing



Parents as equal contributors: Trelair home liaison unit

Stimulating staff

Sir - I write concerning the article on Trelair primary school (TES, May 1). We believe your reporter gave an unbalanced view of what is happening in this school.

We talked to him about compensatory education in all its aspects. He concentrated on the efforts that we make to assist a small number of children in material need to the exclusion of a vast amount of work done by all members of staff to provide a real, compensatory, experience-rich programme for all the children.

We believe that the programme we provide stimulates children with the intention that they reach their full potential. From the outset, we seek to provide stimuli which enrich the children's experience. These experiences are provided both in the school and outside it.

From the start of the school-based education process, we take children to places of interest so as to enrich their experiences, so that their language, mathematical, social and other skills have a good foundation from which to flourish.

As the children mature, we do indeed provide them with study weeks away from the local environment. The prime motivation in this is the actual curriculum of the school. We are pleased that social conventions come into play. We would argue these are part of the hidden curriculum of the school but would make it clear that it is not the social needs that motivate us, but the belief that we have in the provision of a balanced curriculum which, in our view, requires a major compensatory element.

We do not see parents as junior partners in what we are seeking to do. We see them as equal contributors to the education of their children - people with whom we can and indeed should work to promote "our" children's education. Parental contributions in our school enrich its life. We

have many willing hands as assistants in both curricular and extra-curricular activities.

We also seek to give our children opportunities to do things at which they excel. Last July, we presented parents with a full-length version of *Bugsy Malone* which received numerous accolades. The art work, and other curricular activities that stimulate the environment within the school, are the product of children, teachers and parents working happily, harmoniously and effectively together.

We were also disturbed at the pictures that you chose to use. Had you shown both the inside and the outside of the canteen we would have been happier as it would have been a good balance between the external problems and the internal compensations.

The inside of the canteen is recently decorated in an attractive style, painted with a beautiful seaside mural done by children, guided by a teacher and watched over by a parent, ensuring the whole of the back wall.

We do have cases of material hardship. Money does prevent some children taking part in the very things we have to charge for and not some terrible sword of Damocles hanging over all our heads. The school is a happy cheerful place with much learning activity taking place.

Before we applied to the Children's Need Fund, we were doing a great deal to ensure that our pupils could have a full school life as possible. The £100,000 we are expecting from the fund will help, but it is only one factor and gives a small one when compared with all the hours that the vast majority of staff work outside the school day and weekends, the monies we already raise and the many other things that are given by a variety of people.

R J BRIND
Headteacher
STAFF
Trelair county primary school
Bishopston Road
Ely
Cambridgeshire

Time lapse

Sir - HMI visited Brent between November 1986 and March 1987. The report was published in April 1987 (TES, May 1). The report of the inspectors' visits to teacher training institutions between January 1983 and January 1985 was published at the same time, so late that many of its findings are irrelevant. (TES, May 1). The articles on the two reports in the same issue of the TES highlight both the politicization of education and the inefficiency of the former, it is a process that is unlikely to be reversed in election year. Cao we hope, however, that something will be done about the latter?

At Durham Johnston school we await the report on our full inspection in January 1986. When we wrote to the Secretary of State to protest at a delay in publication, we received a courteous apology from the senior civil servant, stating that a full investigation was seeking ways to speed up future reports.

What causes these delays? Inspectors, typists, printers, proof-readers, together, I find myself ambivalent. I am unsure whether the benefits of support, with its inherent danger of too much "comparison" and "competitiveness," outweighs the possible advantage which separation might bring to their development as individuals.

I am not at all sure either that the "available evidence" to which Charles Henry refers would solve this dilemma, as a decision in this regard rests on beliefs about what is good for children and what "facts" do not necessarily resolve.

When parents choose to keep twins together, I find myself ambivalent. I am unsure whether the benefits of support, with its inherent danger of too much "comparison" and "competitiveness," outweighs the possible advantage which separation might bring to their development as individuals.

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JOHN DUNFORD
Durham Johnston comprehensive school
Crosagate Moor
Durham

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or rearrange them.

Baker plan looks more Chinese than Napoleonic

Sir - The shades of Napoleon must be invoked to see the name and even the portrait of the French emperor associated with projects for centralizing the curriculum and the examinations in the English system of education (TES, April 17).

However, I wonder if it is not misleading to draw analogies between Napoleon and Mr Kenneth Baker. Napoleon gave great importance to what should be taught in schools in order to promote "modern" subjects as opposed to the teaching of rhetoric and *belles lettres*.

But his main object was to create efficient state secondary schools which could compete with the secondary education given by private Catholic schools.

As he said, quoted by Professor Markham in his book *Napoleon: My principal aim is to have the means of directing political and moral opinion - a safeguard against the establishment of the monks*.

As long as one is not taught from infancy whether to be republican or monarchial, Catholic or agnostic, the

educational opportunity and under-lying educationist's views in the decision making processes.

The curriculum would certainly become instrumental - that is, a means to an end approach - stultifying curriculum innovation and change as a result of bureaucratic barriers.

It has taken a decade or more for the teaching profession to come to terms with progressive views of curriculum development only to have such realizations shattered by political and bureaucratic control.

JACKIE REID
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2 Linsdale Road
Heath and Reach
Bedfordshire

Learner's rights

Sir - No, Professor Lawton, let us not accept that "... the idea of a national curriculum is, in principle, a good one" (TES, May 1). The reason really is quite simple.

What ever differences there might be between the "bureaucratic" and "professional" approaches, one thing binds them together - the conviction that education through schooling is something which has to be done to children.

In neither approach does the learner have a say. I wonder if she or he even has a right of reply? I would doubt it.

How depressing that a director of a university institute of education cannot move outside the terms of reference set by a government whose approach is rooted in the long-since discredited Black Papers.

JOHN SHOTTON
Pro Librarian Education Collective
The Cottage, The Green, Leire
Lutterworth, Leicestershire

People made to measure?

In two minds

Sir - I was interested to read the article on educating twins ("Double jeopardy," TES, May 1).

For some time at this school, agreeing with much that the article set out, we have given parents the option of keeping twins together or separating them.

There can be mutual as well as reciprocal dependency, of course, which is a bonus by parents, who do not see it as a factor that might inhibit personal growth.

When parents choose to keep twins together, I find myself ambivalent. I am unsure whether the benefits of support, with its inherent danger of too much "comparison" and "competitiveness," outweighs the possible advantage which separation might bring to their development as individuals.

I am not at all sure either that the "available evidence" to which Charles Henry refers would solve this dilemma, as a decision in this regard rests on beliefs about what is good for children and what "facts" do not necessarily resolve.

JOHN SHOTTON
Pro Librarian Education Collective
The Cottage, The Green, Leire
Lutterworth, Leicestershire

State will not form a nation."

In education, Napoleon's policy was to oppose a centralizing power, the State, to another centralized power, the Roman Catholic church.

As Professor Markham comments in his book: "Napoleon's grandiose scheme for an exclusive state secondary education was never realized."

That is still not the case, as was shown again, in 1964, when a project for unification forced the resignation of the former Socialist Minister of Education, M. Alain Savary.

From what I know of the English system of education, and as long as religious instruction is a compulsory subject in English schools, Mr Kenneth Baker has no need to worry about the monks.

Regarding his plan to centralize curriculum and assessment, it would be more relevant, should any parallel be drawn, to turn to the Chinese rather than Napoleonic tradition.

J LLASERA
27 Avenue des Cedres
92410 Ville d'Avray
France

educational opportunity and under-lying educationist's views in the decision making processes.

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It has taken a decade or more for the teaching profession to come to terms with progressive views of curriculum development only to have such realizations shattered by political and bureaucratic control.

JACKIE REID
Wentworth House
2 Linsdale Road
Heath and Reach
Bedfordshire

Thought for food

Sir - I read with interest the article "A dog's breakfast" by Tony Evans (TES, April 17). Since the new conditions of service proposed by the Secretary of State for Education imply that no teacher need ever set foot in the dining-room again, there will be a huge question mark over school lunchtime.

And what of the Taylor Report's observation that: "Our preferred concept of the school curriculum effectively comprehends the sum of experiences to which a child is exposed at school?"

I am headteacher of a rural primary school and currently on secondment for a course in education management and administration. As part of the

course, I am shortly to begin research into "The quality of lunchtime" in school.

As time is short, I shall be able to cover only a limited number of primary schools.

To broaden the scope of my research I would, however, be very interested to hear the views, opinions and experiences of heads and deputies, teachers, parents, children, and ancillary staff of any primary school about school lunchtime.

Please write to me at the address below. A set questionnaire can be supplied if necessary.

BILEEN BHARALI
5 Green Lane
Cherton
Barnbury
Oxfordshire

No closure

Sir - The department of music at the University of Newcastle will not be closing, as reported recently in several newspapers.

The reports were of a proposal that the department should close, which was being considered as part of a package of savings designed to save £4

LETTERS



Pay before you play: 'not in interests of civilized community'

Philistine note

Sir - I was disturbed to read Sue Surkes's report (TES, May 8) on the recent document *The Arts - The Move Forward*, published by the Conservative Political Centre.

The statement that urges the Government to increase opportunities for all children to learn a musical instrument has much to commend it. The Music Advisers' National Association has vigorously supported this principle ever since it became a vital clause in the Butler Education Act.

Attempts to change the position of music in the curriculum of all pupils have so far been resisted and future recommendations that amendments should be made to the 1944 Act to allow parents to pay for instrumental tuition in school time in state schools we regard as a retrograde step for music education in the 1990s.

Music teachers and advisers have spent much time and energy over the last 10 years in trying to convince examination boards and universities that music is a practical art involving

practical activities such as playing and composing.

Our efforts have been rewarded by the introduction of GCSE this year, a music examination which sets out to encourage and test some of their skills. More youngsters are wishing to be entered for the new examination this year because it offers challenge and reward for their commitment to music during schooling.

If the Government and local education authorities are not prepared to finance the work of thousands of peripatetic instrumental teachers who encourage young musicians as an essential part of their education, we run the risk of being party to a society which could degenerate into the murky, philistine land of the Goths when only those who can pay will succeed. We cannot accept that this is in the interests of any civilized community.

DAVID H JONES
Chairman
Music Advisers' National Association
County education office
22 Northgate Street
Warwick

Dyslexia test

Sir - Few teachers will fail to have been impressed by the recent demonstration on TV of the Irlen Institute's approach to the identification and resolution of one specific form of dyslexia and, in particular, by Duane Goodbrow's obvious delight when his perception of print was advantageously modified by the use of a prescribed grade of light filter.

Those working with pupils with reading difficulties should be aware that they could carry out their own investigations along similar lines on a school micro. With a little programming ingenuity and a good graphics controller, it is possible to exercise quite fine control over the entire visible spectrum both in terms of the

frequency and the bandwidth of the filter effect.

Using this technique, special needs departments could develop their own primary diagnostic instrument and expect results which would often be good and, occasionally, quite spectacular.

It is the absence of reliable and accurate diagnostic media which has always made the identification of specific reading disability very difficult indeed and the work at the Irlen Institute must be regarded as a very positive contribution to this important area of special need.

EDWARD CARRON
Headteacher
Observation and Assessment Centre
The Vineyard
Vineyard Road
Wellington, Telford

Musical youth

Sir - Philippa Davidson's article about the National Youth Orchestra (TES, April 17) was informative about current policy and rightly drew attention to the financial problems.

However, it was inaccurate to claim that when the NYO was founded, in 1947, "youth orchestras did not even exist". The National Youth Orchestra of Wales had already been formed, in 1946, and at local level too other youth orchestras were emerging.

Forerunners were formed before the war, such as Walter Carroll's Manchester Schoolchildren's Orchestra (1923), and Ernest Road's Junior Philharmonic Orchestra (1926), later renamed the London Junior Orchestra.

Reading Youth Orchestra was founded during the war, in 1944, by a chemistry teacher, Humphrey Hare. It came about through planned instrumental tuition, as did the one in Bournemouth, started by Noel Hale, the music adviser, in 1946.

Erith hosted a municipal junior orchestra in 1942, while in some other areas, such as Bristol (1947), non-competitive music festivals (and the rural music schools) led in the formation of centralized orchestras for young people. Others probably also pleased to hear about them from your readers.

This is not intended to be a comprehensive list, but merely an indication that the foundations for today's many excellent youth orchestras were being laid in this period, although initially in a modest way. Dame Ruth Knilton was not a lone innovator, but she was obviously aware of the growing increase in youthful instrumental activity, and she was quick to organize this potential over a wide area.

J MARGARET LEDBURY
Senior peripatetic instrumental teacher, Lincolnshire
9 Queen's Road
Boston

Song and dance

Sir - I was faced with a deputation. Of boys. A bunch of apparently ordinary 8 to 11-year-olds from a semi-rural catchment, five of them in the school six-a-side football team.

They asked if they might be allowed to sing, unaccompanied, in the open air, in public.

They were also members of the Famous Whiteheads Morris. They had heard me singing in the minibus when we were returning from a previous engagement. The song belonged with a dance they knew, so naturally they wanted to sing it.

It is the dead hand of the Western classical tradition that requires children to stand in rows and sing unmemorable tunes. The rest of the world dances while it sings. If you want boys to sing, teach them to dance.

PETER COURT-HAMPTON
3 Kiln Terrace
Chapel Lane
Curridge
Newbury

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Changing children's minds



Professor Reuven Feuerstein: immigrants to Israel from primitive – but intact – cultures learn more easily than some westernized children.

From work which began with survivors of the Nazi death camps, Reuven Feuerstein has developed some challenging insights into the ways children learn to learn – or fail to. HOWARD SHARRON has produced the first full account of the Israeli psychologist's radical approach, with Feuerstein's full cooperation. In these extracts, he describes some of the remarkable results achieved with children who elsewhere would have been regarded as ineducable and the theories behind them that call into question many of the assumptions made about fixed abilities.

As the Second World War drew to its close a major operation was launched by Zionists to bring the surviving Jewish children out of Europe to Palestine.

With the establishment of the Israeli state in 1948, and throughout the 1950s and 1960s, there was a second great wave of immigration from North Africa and the Middle East. These oriental Jews came from very different lands and cultures, sometimes hundreds if not thousands of years removed from the western technological culture of Israel.

These vast movements presented Israel with social problems, not the least of which was the discovery that great numbers of children from European and oriental Jewish immigrant communities were failing to thrive in their new country. The former were often too traumatized by the Holocaust to be able to integrate easily into schools, while the latter seemed unable to perform at the appropriate level in school; they rejected or were rejected by the mainstream culture and were beginning to form the basis of a marginal underclass.

It was not ideologically possible, however, for Israel simply to take the conventional Western route and try to contain their youth problem in the ghettos of low-achieving schools or young offender institutions. These children were too important; they were symbols of the tragic past and of the optimistic future of the Jewish people, and of the Israeli state. This exceptional commitment allowed an environment favourable to a much more radical, interventionist and humanitarian approach to child care than is our experience in the West.

Rehabilitation was carried out, by and large, in youth villages or other residential settlements, usually within kibbutzim, which acted both as induction centres for new young immigrants to Israel and as therapeutic communities for disturbed children.

Professor Reuven Feuerstein, who had fled Nazi-occupied Romania in 1944, was to become a key figure in the development of these services. He established "treatment groups" of 25 very psychologically and emotionally disturbed children within the youth villages. The qualifications were rather severe. "Total or functional illiteracy, low conventionally-measured intelligence, (40 to 75 IQ), primary emotional disturbance and severe behavioural disorders. About 20 per cent of these children were considered to be borderline psychotic. They had either been hospitalized or hospitalized had been seriously considered. Others had been rejected from special or normal school systems because of the severity of their disturbance."

The most important development of Feuerstein's work – the elaboration of the theory of the Mediated Learning Experience and the techniques to improve children's thinking skills called Instrumental Enrichment – occurred within these treatment groups.

Studies of children from these villages, who were later tested by the army, showed that many had not only recovered normal functioning, but performed better than the average for the population as a whole. Only graduates of the highly privileged kibbutzim fared better.

A fundamental tenet of Israeli nationhood is the Law of Return, which gives all Jews the right to emigrate to Israel. One of the few times this principle was seriously questioned was over the children of the Moroccan *Melakh* – the Jewish enclaves in Morocco – who were found to be so backward that it was suggested that many of them could never integrate into Israeli society.

Conventional tests, including those designed as far as possible to be culturally unbiased, revealed exceptionally low functioning in a wide band of Moroccan Jewish children – more so than in any other group of immigrant Jews. The implication was that Moroccan Jewish children were somehow genetically impaired.

Feuerstein refused to accept this. A wide variety of tests did indeed show the very poor intellectual functioning. They had a very poor grasp of reality; poor perception; they failed to

use all sources of information available to them; some children of 14 years could not even name the days of the week. There was not the slightest doubt that they were functioning at very low levels," according to Feuerstein.

But as a keen student of Jewish history, Feuerstein was aware that Moroccan Jewry had in the past a culture which had created one of the greatest traditions of Talmudic scholarship (study of Jewish tradition) outside Israel. Something had clearly happened to the Moroccan Jewish community, and whatever it was, the conventional tests were not explaining it.

He recalls: "One of the great confusions of psychometric testing, which became very clear to us in those times in Morocco, is that it cannot distinguish between performance and potential." The system of testing for potential that Feuerstein and the Swiss psychologist, André Rey, constructed was simple. They tested the children in order to locate some of the intellectual problems they were experiencing, then carried out some highly focused teaching and psychological treatment, and then retested the children to see how their performance had changed. The results of this test-teach-test routine confounded those of the conventional tests: children previously assessed as having IQs of 55-65 were found to have the potential to obtain at least normal functioning.

Some of these children did prove to be mentally handicapped, but many were simply culturally retarded and subsequently reached average attainment and some went on to university and academic careers. One boy at the age of 14 years was given an IQ of 55 and, like many of the Moroccan Jewish children, would draw human figures with arms sticking out of their heads. The child grew up to be a professor of social sciences.

The dynamic test-teach-test routine was subsequently elaborated into Feuerstein's "Learning Potential Assessment Device". When it was first used in 1960 it represented a highly controversial departure from conventional psychometric practice. Because it was devised not only to assess learning potential, but to diagnose deficiencies in performance, it was more than a clinical tool; it functioned as an instrument for suggesting new insights about the way "intelligence" operated and the main factors influencing it.

The Learning Potential Assessment Device showed that the Moroccan children were not stupid (except in every conventionally tested sense) but had enormous gaps in the cognitive processes or thinking skills which ordinary children pick up through interactions with their families. They found it hard to make comparisons between things and events, so that they could not reach conclusions based on these comparisons; they had very poor logical reasoning; their perception was sweeping – it failed to differentiate items sufficiently to discover the difference between figures, shapes, patterns, letters; they had poor spatial and temporal orientation – asked to draw a body, the head, rather than the torso, would grow limbs.

Reality itself was blurred for these children. They were bombarded with information and stimuli which they had no way of organizing for use or re-use. Because it was not properly ordered it was impossible to store properly and, as a result, the children, typically, had very inadequate short-term memories. Problem-solving was exceptionally difficult because they had no store of experience to apply to new tasks; they had to approach each problem completely afresh, as would a baby.

These children were, says Feuerstein, victims of information. They simply had not learned how to master and creatively use information for either their school or daily lives. In the face of a deluge of data they could not begin to utilize, and

problems they could not begin to solve, such children were passive. Or they were impulsive, either through the hope that a snatch at a possible solution might be lucky, or out of frustration. They had, in a phrase, failed to learn how to think.

Since the Moroccan children dramatically improved with remedial instruction, genetic barriers to learning were ruled out. Feuerstein compared the societies of the Moroccan *Melakh* with other immigrant Jewish communities. His conclusions were quite stark. Some pre-industrial Jewish communities, like the Yemenites and the Ethiopian Jews produced children who did not suffer these cognitive deficiencies. Yet the North African Jews, who had come into contact with advanced technological cultures, produced low-functioning, unadaptable children with very limited capacities for learning. The impact of European colonialism on the culture of Moroccan Jewish society seemed to have produced more than just a social effect; it left a psychological disaster in its train.

Feuerstein says: "The forces which led Moroccans to become alienated from their own culture were numerous, but among the most important was the internal migration to the urban colonial centres. Traditionally the Jews lived in small, very closely-knit ghettos, in which the culture was transmitted to the younger generation through the grandfather and the old people generally. It was a patriarchal mode.

"The nuclear family could not ensure transmission because the fathers spent most of the week travelling around the markets as artisans and were too tired on return on Friday night to offer their children much. The mothers were also too busy with babies, housework and looking after whatever livestock and land the family had. So the grandparents were the teachers and the preservers of the culture.

"The moment the nuclear family migrated to Casablanca and other urban centres, this system broke down. The grandparents were often left behind, and even if they went with them they often couldn't live-in with the family because living space was so overcrowded. So you had a kind of discontinuity of the cultural transmission. It was made worse because the urbanized children rejected the traditions and values of their uprooted, but still basically rural, parents."

This was in stark contrast with the experience of the Yemenites, airlifted en masse to Israel because of their messianic desire to return to Zion. The Yemenites were among the most technologically primitive groups to emigrate to Israel. But they had, according to Feuerstein, a cultural system of community-wide relationships where the children were respected participants and had special roles in the customs of the community.

The children had the same rights and duties as the adults as regards the prayers: they gathered together around the *Torah* [Jewish scripture] praying together and were accorded real status. This had a tremendous impact on the children, all of whom were literate between the ages of three and four years.

Moreover, how they read was an interesting metaphor for the way that culture influences learning. Because there was a great scarcity of books in the villages, everyone had to sit round to read the same book. As a result the children learned to read from every angle – upside down, straight on, left to right, right to left. There were no literates among the Yemeni Jews and their incorporation into Israel was remarkably free of problems.

Feuerstein's hypothesis is that individuals from different but nevertheless rich and still coherent cultures having learned to read, usually have the means to learn another. Those children who

have been deprived of their own culture do not. This insight convinced Feuerstein that it was vital to support and reinforce the culture of immigrant groups to enable them to integrate into their new society.

Feuerstein found not only that there were different abilities within different immigrant cultures, but that the Yemenites and the Ethiopians Jews often had better learning skills, and were therefore more adaptable and better able to acquire a new culture, than the children of the poorer immigrant families from Britain and the United States. Equally as startling was the children from seemingly very primitive societies were able to acquire Israeli culture more readily than deprived Israeli-born children.

From their experience of the Holocaust and immigrant children and through the study of hours of video-tapes of behaviour between mothers of normal and developmentally delayed children, Feuerstein and his colleagues have theorized the main characteristics which adult/child interactions must have if they are to mediate, or transfer, important intellectual behaviour to children.

Our parents and relatives, acting as the agents of culture, impose meaning on the otherwise neutral stimuli that continually bombard us, and in this way, ensure the transmission of values from one generation to another. When parents say, for example, that objects or events are "good", "bad", "sad", "happy", "important", "unimportant" worthy of respect, "unworthy of respect", "right", "wrong", they are assigning cultural meanings to our daily environment. These meanings can be very sophisticated and can link a child's experiences with a subtle and pervasive emotional, moral and motivational significance.

Our senses alone cannot do this. It must be through the human endowment of meaning that a non-human physical environment that a child's cultural universe is established, and different cultures are continued. Feuerstein calls this very important activity "The Mediation of Meaning" and it is one of the key features which define and sets apart mediated learning experiences from other child-adult interactions.

If all child-adult interactions were also mediated, learning experiences, Feuerstein claims that the extraordinary gap between high-achieving and low-achieving children would not be so wide.

A failure to transfer these meanings to the younger generation will produce anti-social and criminal tendencies which will undermine any culture, says Feuerstein. In response to questions from teachers and liberal parents who ask what right they have to impose their values on children, Feuerstein replies that they have no right not to.

Children need to be given meanings because they act as bearings in an otherwise impenetrable world. And they alone give children the starting point and the opportunity to challenge some or all of the offered meanings at a later stage. Unconscious or criminal behaviour is not radical or revolutionary behaviour. It is inadequate behaviour.

Feuerstein says: "One of the greatest causes of failure in school is the attempt by many teachers to remain neutral towards the material they are conferring on children. Instead of seeing themselves as mediators of values and morality they often seek to act as objective perpetrators of information, after some notion of an academic tradition.

"But children have a need to discover meaning in stimuli and are often left unsatisfied. The child having learned that culture usually have the means to learn another. Those children who

"Meaning is the emotional and energetic principle that requires mediators to ensure that the stimulus they are presenting to children gets through. It is the needle that carries the thread through the cloth. If the stimulus carries no real significance, why bother too hard to direct the child to it? We are driven by the need to continue our culture and ourselves in our children. The mediation of meaning is very important to humanity: its absence can be seen in people who do not look for meaning in their lives or behaviour, or in the way they handle themselves and others."

There are two other criteria which have the same universal status as the Mediation of Meaning and one of these must be present, in combination or alone, for an adult-child interaction to constitute a Mediated Learning Experience. They are "Intentionality" and "Transcendence."

Intentionality can be seen in mother-baby relationships from the earliest age and describes the conscious intention with which the mother controls access to stimuli. The purpose of the mother in showing or doing something, or getting the baby to do something, is conveyed to the child who, as it were, becomes part of the intention which frames the different stimuli. In Feuerstein's view this complexity alters the nature of a stimulus – compare, for example, a toy train which is static and one that is pushed by the mother from A to B.

The intention of the mother to convey something produces an orientation in the child towards the goal sought by the mediator – in our case to get the child to understand that the toy not only has physical properties but also certain functions. This dramatically intensifies the stimulus, making both child and mother more attentive, and so producing what Feuerstein calls a "state of vigilance" towards the stimulus which can be enhanced by increased sharpness, focus and velocity of perception.

Transcendence is closely linked to intentionality. A vital characteristic of Mediated Learning Experience is that it produces more than just the behaviour required to meet a specific need. In the practice of conveying to the child some explanation, activity skill or prohibition, something of much more general value is smuggled in which transcends the child's immediate needs and understanding.

A parent counting a number of objects in a set can lead to more general summative behaviour; showing children to play with typewriters. Even word processors can become a vehicle for teaching cause and effect – "Hit that key, son, and it types a letter!"

Finally nothing can become an opportunity for conveying, planning and aspects of time, before, during, after. In response to simple questions parents often provide much more than they were asked for and, by so doing, transcend the original need that provoked the question or request. Virtually every situation has the potential for mediated learning experiences, yet this potential is not always exploited. Toys can be left unexplored, children can be dragged along behind adults on outings, and they can be told not to play with grown-up things like typewriters. When children become mere extensions of adults, the potential for mediational interactions is lost.

Telling a child to "Shut that door" cannot be a Mediated Learning Experience. But "Shut that door because there is a draught and it is cold" can convey cause and effect.

An intention may be transcendental without the mediator fully realizing it. An example is table manners: a social ritual which, among other things, conveys that there are rules of socially acceptable behaviour for certain activities. And one of the most important transcendental needs that children develop is the need to know and understand – curiosity.

Among the less constant but nevertheless vital features of Mediated Learning Experiences are that they can mediate feelings of competence; the self-regulation and control of behaviour; sharing behaviour and a sense of individuality. They also fulfil the need for challenges, for novelty and complexity, and the psychological need to set goals for oneself and then achieve them.

Within these broad criteria, child-adult interactions construct children's thinking and behaviour. A child's success at solving intellectual problems, as is dependent on his feelings of competence as on his actual competence, for if the first is not present, children become so convinced of their ability failure that they do not attempt to solve problems, or do so only half-heartedly and with an expectation of defeat.

Edited extracts from *Changing Children's Minds: Feuerstein's Revolution in the Teaching of Intelligence* by Howard Sharron, published this week by Souvenir Press price £16.95.

Next week, *The TES* looks at one of the most pressing issues in education, the principles of the new law.



A delicate balancing Act

Jerry Wellington looks at the new law requiring teachers to put both sides of the case

Section 45 of the 1986 Education Act is of direct concern to any teacher who has to handle controversial issues in the classroom. And with the broadening of GCSE syllabuses to include the social and economic implications of the subjects studied, this part of the Act has increased relevance to teachers across the curriculum.

Where controversy may have once been more the province of the English and humanities staff, it has now also been placed squarely into the domain of, say, the science teacher, who may be less well equipped or less willing to confront it.

The new law says:

The local education authority by whom any county, voluntary or special school is maintained, and the governing body and head teacher of the school, shall take such steps as are reasonably practicable to secure that where political issues are brought to the attention of pupils while they are:

(a) at the school; or
(b) taking part in extra-curricular activities which are provided or organized for registered pupils at the school by or on behalf of the school;

they are offered a balanced presentation of opposing views.

Perhaps the most important phrase, and certainly the one which requires most unpacking, is "a balanced presentation of opposing views". Fifteen years after the Humanities Curriculum Project, the debate continues over neutrality, objectivity and the newer notion of balance. The HCP is perhaps the only major effort in curriculum development to have addressed the handling, of controversial issues in any depth. One of its essential tenets is that the classroom teacher should act as a neutral chairperson in classroom discussion.

But, if that principle is now operated in schools, it may conflict directly with the new law requiring "a balanced presentation of opposing views". Passive, neutral chairing would appear to be out of the question. The teacher must actively present opposing views.

The Act confines this requirement to "political issues", but in practice its influence is almost certain to extend to a wide range of social and economic issues. The definition of a "political issue" is likely to encompass a broad range of controversies when the Act comes to be interpreted by parents, governors, politicians and, of course, teachers.

There are serious problems for the teacher in ensuring a balanced presentation of opposing views. How literally should this law be taken? In considering apartheid, for example, should the case for apartheid be presented with the same strength as the case against it? Should a case for racism be presented with anti-racist education? Should the case for genocide be presented with a discussion of Nazi Germany?

school domain by parents, politicians, governors, education authorities and the media, whether teachers like it or not.

Whoever is required to ensure balance in schools faces yet more difficulties. On a number of issues the quality of the material available for presenting one side of the case far exceeds that of the other. The teaching materials found in many schools from the United Kingdom Atomic Energy Authority (UKAEA), for instance, now include tapes, slides, videos and pupils' workbooks written and produced to a very high standard. Can this be balanced by the recycled leaflets with unreadable print produced by some anti-nuclear groups?

Similar problems exist with quantity in providing a balanced presentation of opposing views. Should a double lesson on one view be balanced by a lesson of equal length on its opponent? In few situations will it be possible to exactly balance a 20-minute talk or video from one side with a 20-minute talk or video from the other.

In any case, what do we mean by "one side" and the "other side"? This presupposes some sort of imaginary central fulcrum about which the opposing views act. Should the opposing views be equidistant from the fulcrum?

According to the laws of physics, two factors need to be accounted for in balancing objects: their weight and their distance from the fulcrum. An analogous law can be applied in assessing the balanced presentation of opposing views. How extreme are they – what is their distance from the supposed point of balance?

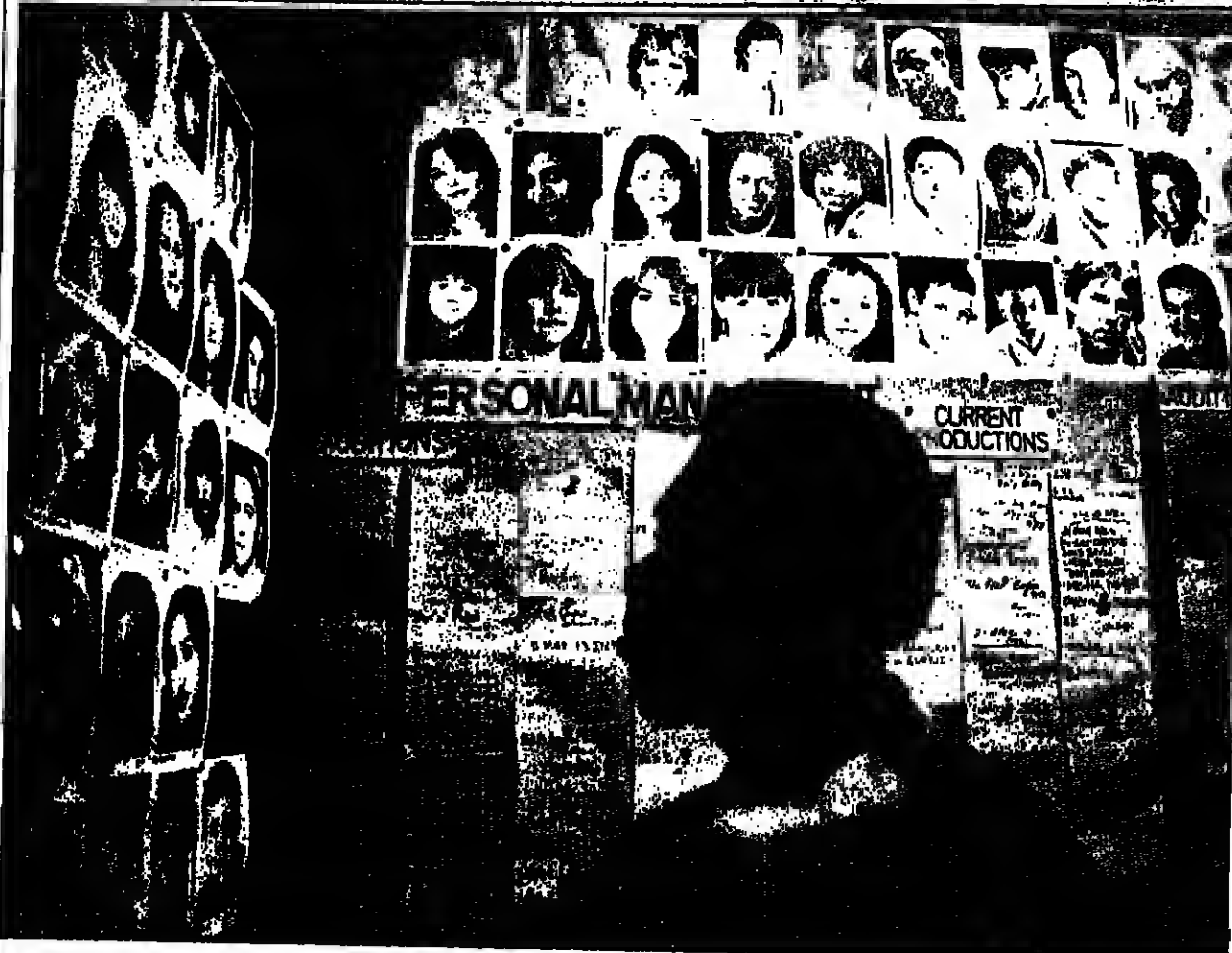
The greatest difficulty arises in deciding on the position of the point of balance. The location of the fulcrum is itself a value judgement which, in turn, may be unbalanced. Indeed, almost by definition, any value judgement is unbalanced. Norman Tehbit's location of the fulcrum for judging a balanced presentation will necessarily differ from that of the BBC.

A law of this nature will have growing importance as oral work, small group activity, pupil involvement and class discussion increase. Teachers may choose to ignore it, of course, but will parents?

The threat of legal action for failing to provide a "balanced presentation" may be enough to prevent teachers from taking any risks. This the most likely outcome of the law is that teachers will avoid controversy, whether moral or political, in their classrooms. This will be the safest option, but will take school education even further from the real world of science, technology, industry, politics, religion and everyday morality.

Jerry Wellington is a lecturer in the school of education of the University of Sheffield and editor of *Controversial Issues in the Curriculum* (Blackwell 1980), in which contributors consider how a number of controversial issues should be handled in school subjects.

Review



Next stop, Grange Hill

Showbiz is now flooded with products from Anna Scher's extraordinary school for actors. Nick Baker reports from the assembly line

Two thousand children and young people are on the waiting list to get into the Anna Scher Children's Theatre. At the moment, there's only room for about 800, minimum age six, most of whom get no more than an hour and a half's weekly teaching at the converted church in Islington.

But there's little doubt that entry into the Scher school is the quickest, and certainly the cheapest way of getting into the acting profession. Around 30 per cent of the children and young adults there get regular professional work. A fair number go on to be managed by Anna as full time professionals. If you've seen any television this week featuring young actors, some of them are certain to have been Anna Scher products.

The story of the theatre started in 1968 when Anna Scher came to Islington to teach in a tough junior school, where she immediately started a drama club. It was so popular that children who left to go on to secondary education all returned to the club, and brought their friends. Anna found new premises, and opened the school to all, staying on as a teacher to finance the operation.

It's hard to separate Anna's character from the philosophy and atmosphere of the school. The daughter of an actress and a dentist in County Cork, she was herself a child performer in pantomime and variety in Ireland, and was educated in a convent school, despite being Jewish. Her father disapproved of Anna's acting ambitions, and persuaded her, after she had started in part-time training for the stage, that teaching would be a useful second string, should her stage career not succeed. She found she loved teaching.

An (unsuccessful) audition for *Play School* coincided with a visit from a BBC director to the newly formed drama club. The director was impressed with the quality and freshness of the young talent there, and the professional side of the Anna Scher Children's Theatre was founded. Now in vastly improved premises since 1977 (opened by Sir Peter Hall), there are classes for 6 to 11s, 11 to 16s and over 16s, as well as two groups for young and older professionals. And professionalism is one of Anna Scher's watchwords.

So an after school session for junior starts with a physical and vocal warm up, the latter to help "diction and projection". Anna introduces the term "talkabout", with individuals from the class of 40 or 50 telling the others "loud and clear, now!" about two new things they've done in the holidays. Anna goes first.

Then some news. Little Laura is transferring into the young professionals group. This is clearly an achievement. To qualify, Laura has had at

least one professional job (albeit a small one), regular attendance at the school, and an ability to work with others. In the young professionals, Laura's chance of more professional work will be much greater, provided she works hard.

Still with the 6 to 11s, Anna starts on some improvisation work, linked with the religious themes. Pairs are given a starter line: "Look mum, I don't want to go to church." Then they work solo, with the same idea, and Anna, displaying an encyclopaedic knowledge of first names, invites individuals to show their work to the class, reminding us that listening is a golden rule.

Then, the high spot of the evening. While some go off to do some mask making, others, with teenage helpers from an older group have been doing "The Play". It's heavily prepared improvisation, the older children helping out with acting as well as atmospheric lighting and music. The story - about a new girl at school (tormented because she has nits - ends with an apparently imposed "moral" ending.

The evening session for the over 16s has much the same structure, adopted for the age group. The warm-up is followed by a little relaxation exercise and pop talk from A to the shape of a stream of clichés "think positively... onward and upward... 99 per cent perspiration...". You can only conclude that somewhere in her convent education was a nun with a taste for interjected proverbs.

The theme of religion and philosophy is taken up, in the shape of Anna reading her "Short Guide to Judaism" from her regular *Islington Gazette* column (which locals will know either as an endearing chatty blend of recipes, anecdotes and women's philosophy or a ghastly soap opera magazine catalogue of namedropping and mawkishness). This being the first session of term, there's been no preparation of improvised plays by the students, and acting work is again to do with family conflict over religious difference. Again, as if it were somehow expected of them, the students reach a "moral" ending.

Anna argues that "there's not enough done on the clarity of right and wrong", and tells me that her views (which include some sympathy for those of Mrs Whitehouse and Mrs Gillick) are sometimes at variance with those of her pupils. Significantly, Anna's interest in discussion or development of themes, plots or character in improvisations seems less important than the standard, and the believability of performance.

The Anna Scher Theatre Method seems quite different from the methods practised in schools, colleges and other young people's theatre groups. Anna's insistence on product and performance rather than on exploration of ideas through process sets her apart from what's now virtually an orthodoxy of practice.

"This business of educational versus performance drama is a bit of a myth," she says. "Educational drama should have a performance element in it, and vice versa." One way she introduces an element of education is through her themes, and this term, she thinks, will lead the older ones into exploration of specific texts, and the younger into a broader understanding of people's religions. The themes chosen (a popular recent one was "heroes and heroines") are always broad and versatile.

There's little doubt, though, that among the students, and those who will wait up to two and a half years for a place, the perception of the school is largely that of a gateway to the profession, not an education supplement. And Anna's insistence on "professional" attitudes in all walks of life is rather tied to a work ethic rooted in the theatre. Film director Alan Parker based *Fame* on the New York School of Performing Arts, Anna tells me. He got the idea from a visit to her classes.

Her dealings with professionals, as an agent and as a teacher, are strictly disciplinary. In a benign sort of way, Omeri, director told me that, she is the only agent for the school who knows the

would risk the loss of work rather than break the stringent rules on young performers and their schooling. She berates producers who suggest she bends the rules. I overheard one end of a telephone call in which she burned the ears of a young performer who didn't turn up for an audition.

She's also frank to students about the need for luck as a complement to talent. A graphic illustration - a BBC production manager calls to look at some young children for extras in a new Children's TV drama. His "shopping list" involves the children's height, rather than talent. The young professionals' classes are entirely skills oriented. Everyone must have a classical and a modern audition piece, a bit of singing and dancing, standard English plus two dialects other than your own. Here, the standard is stunningly good. Or else.

Anna Scher and her partner, Charles Verel, have had a major effect on the British TV and film world of the last two decades. There would have been no *Grange Hill* or *Scum* without them, while Scher the educator takes pride in modesty. Scher the agent makes it a rule not to interfere with what work her clients of over 16 decide to take. At the moment she's urging directors to cast more black actors in roles where race is unspecified.

She's also made it possible for acting to become less of a middle-class occupation. Her detractors in the world of educational drama criticize her for mixing the educational with the professional. It's worth reminding them that one alternative for hopefuls is the £1,500 a year stage school. In fact profits from the management side of the Anna Scher operation (which is a registered charity) subsidize the non-professional classes, together with small grants from Islington and LEA. Stage schools with agencies attached began to adopt some of Anna Scher's approaches when the market for fresh young working-class talent was at its height.

However, Islington has changed, and changed the Anna Scher Children's Theatre with it. There are fewer working-class voices, more children of the rich and sometimes famous. Simon Ward says his there, so did Mervyn Bragg. Nobody jumps the queue, though, neither does Anna screen it to keep up the Cockney quotient.

Does part-time training, helped by experience of professional work, constitute as good a grounding for the RSC as it does for the TV sitcom? Anna believes it does - and there are classes for adult professionals who want to "grow out" of Anna Scher, and move to other agents. It seems that the real draw for those 2,000 on the waiting list, is the chance of appearing on TV.



Chasing a job, a physical warm-up, and Anna Scher in action



Václav Havel or Living in Truth. Six Tests for Václav Havel, together with Samuel Beckett and others. Edited by Jan Václav. Pp. 115.00. 0 571 14874 3.

A playwright by trade, Václav Havel is better known over here as Czechoslovakia's leading dissident. After 1968, under the Soviet-imposed "normalization", he was charged with subversion and his works were banned. He was finally imprisoned in 1979 for his activities in connection with Charter 77 (founded to monitor the Government's observance of its own laws) and VONS, the Committee for the Defence of the Unjustly Prosecuted. He was released, seriously ill, in 1983. Now 50 years old, he still lives under constant surveillance. What that means may be gathered from Tom Stoppard's *Professional Foul*.

Stoppard celebrates Havel's plays in the present volume, noting their "genre refusal to indulge a sense of grievance, the utter lack of righteousness or polemic or bile". The same is strikingly true of Havel's essays, which copy two-thirds of the book's considerable bulk. Nevertheless, Havel is no holy fool or epileptic saint. On the contrary, like Milan Kundera (who also pays him a splendid tribute), he is tough, very sober, patient and realistic, and much disposed to enjoy life. His quiet, anti-Utopian, and altogether un-Soviet ruminations are firmly rooted in the day-to-day, inescapably political experience of his countrymen. Starting from such local topics as ecology, the "peace" movement, consumerism, and dissident strategy, Havel develops a profound, continuing inquiry into politics, culture and ethics, into the nature and fulfilment of the human being, and the future of civilization. The Czech perspective on these grander issues, he would say, so far from being marginal, is central.

The reason is that Havel sees contemporary communist society as the realization of a deep-seated Western fantasy, variously known as "technocracy", "utilitarianism", "ideology", "mechanism" and "system." His *Letter to the Czech Republic* is essentially what Michael Oakeshott has dubbed "rationalism", the target of an impressive line of thinkers, running from Pascal through Burke and the German Romantics up to Oakeshott himself. "Rationalism" is simply the (irrational) approach to human things according to which they are best understood "scientifically", which is to say, purged of their value-laden, saturated complexity (ie of their humanity), and reduced to a set of

New Left, pulled right-side out

R A D Grant on Czechoslovakia's leading dissident

formal "problems", each awaiting its corresponding "solution". Its key feature is impersonality, so that the horrors of totalitarianism (handily exemplified by Hitler's "final solution") and the anonymous, manipulated hedonism of modern liberal democracies are more closely related than they seem. Havel suggests, *à propos*, that in the Soviet bloc "cosmopolitanism" could well supersede the traditional incentives to conformity.

Rationalism's critics tend to be politically conservative (the poet Blake being a notable exception). They invariably appeal from its bloodless algebra to the "real" world. But rationalism has become sophisticated, and is now not so easily put down. For the radical Sartre, the primary reality is my unconditioned "freedom". When the so-called "real" world demands that I feel (eg) love or concern for any of its contents, it asks me to surrender that freedom, and with it my authenticity. Marxists such as Althusser counter this (in truth, paranoid) self-portrait by identifying "reality" itself as a "bourgeois" construct, and hence an instrument of class rule. (An interesting admission that Marxism, whatever else it may be, can be nothing so vulgar as true.)

Without explicitly referring to it, Havel effectively pulls New Left orthodoxy inside (or right side) out. His philosophy, embodied in a style which is fluent, graceful, and free from technicalities, is appropriately indirect and unsystematic. Nevertheless, it is coherent, and can be summarised something like this. The authentic "me" cannot be abstracted from the "real" world and set up in opposition to it. Rather, it is myself precisely as immersed in that world (Husserl's *Lebenswelt*) and bound to it by various ties of sympathy and moral obligation. It is when I deny those ties, either voluntarily, out of hubris or stupidity, or involuntarily, because the daily "existential pressures" of Soviet-bloc life force me into real or pretended indifference, that I become inauthentic. Either I positively accept the lie, and become a zombie, or, for the sake of my family and myself, or simply for a bit of peace, I pay the minimum lip-service to it (no enthusiasm is expected) and "live within the lie". (Havel depicts such an attitude - with a dramatist's skill, he it said - in an imaginary greengrocer who eventually rebels against his demoralization by simply not putting up any more Party slogans to his shop. This personage is 10 times more illuminating and memorable than Sartre's notorious waiter.)

Such is the "peace". Havel notes, exasperatedly, which Western unilateralists really offer us. It is, indeed, the unhealthy obsession with mere physical survival - ultimately, the fear of death - that forces people generally into untruth. (For Sartre, love and affection are omens of dissolution, like drowning in treacle.) For what is the point of saving your humanity? The only answer (obviously not a "solution" nor conceived as such) is a kind of martyrdom: to offer your skin, repudiate the lie, "live within the truth", and, like the greengrocer, take the consequences (which far exceed any endured by Western "peace" protesters). In doing so, the "dissident" - who actually aspires to no such title - bears witness to his true humanity and to the spontaneous, living culture of which he is a part. Civil society, culture, humanity - call it what you will - survives despite all official attempts to suppress it or (something equally impossible) to incorporate it into the "system".

Culture then, in its widest sense, from moral understanding to genuine education, and from unofficial pop music to high art, is the real enemy of post-Stalinism, which fears spontaneity, as it must fear truth, above all else. (The Jazz Section's activities were especially anathema, for having emerged from within an official structure.) So far from culture's being an instrument of power, power itself is illegitimate without culture's approval. That is to say, for Havel politics is grounded, as it was for Aristotle, in man's social nature, which (to use his own expression) is "pre-political". Though (or rather because) he is an acute political analyst, he wastes no time devising political "solutions". His is essentially a moral protest, and in the circumstances the only politically effective sort ("the power of the powerless", Havel calls it). Of course, any civil disobedience in the name of "conscience" is "pre-political".

In trying to extract their central philosophical message I have made Havel's essays sound rather dry. But actually they are as pungent as two out of ten under the gatehouse of Charles Bridge in Prague, hard by the statue of the Emperor Charles IV (a great Czech hero). AVE CAESAR IMPERATOR, says one, MORITURI TE SALUTAMUS; the other, in the same hand, reads BEATLES. Those, if not by Havel, are entirely in his spirit, and that of his country.

The approach of these two books could hardly be more different. Cowburn is voluble, repetitive, shrilly assertive, dismissively impatient of all non-Marxist arguments, and likely to rant all but the most committed readers. It is unfortunate, too, that the camera copy production makes such a disagreeable text to read. Marsland's book is firmly, sometimes elegantly argued, engagingly thoughtful, provoking too, in a measured, radical way. Group work within the ordinary teacher-pupil ratio? If the monolithic nationalized social services and medical care are being dismantled as part of the world of increasingly discriminating consumers, how long can a nationalized school system continue?

Both books deal with failures. For Cowburn, failure is straightforward. It results from trying to get working-class individuals to participate in an education which has not been designed for them, instead of treating education as an arena for class conflict, designing it

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Sunday school picnic, Maryland 1942, by Marjory Collins: one of the pictures from *Let Us Now Praise Famous Women: Women Photographers for the US Government 1935 to 1944*, by Andrea Flabber (Pantora £9.95). Intimate and often painfully eloquent, these fine portraits of life among the poor would beautifully complement historical studies of the period.

Shame on us

My Name Is Today: an illustrated discussion of child health, society and poverty in less developed countries. By David Morley and Hermione Lovel. Macmillan 0 333 43301 7. Obtainable at £1.50 + £1.50 p&p from Teaching Aids at Low Cost, PO Box 49, St Albans, Hertfordshire AL1 4AX

The shaming difference between this country and Sweden is epitomized by *My Name Is Today*. Here is a book written by two of the Institute of Child Health's leading experts. Every social studies teacher will ransack it like Aladdin's cave: health workers, whether in this country or the Third World, will consult it like journalists a dictionary. It is over 420 pages long. It is chatty, informative and graphic. It costs £1.50: only a heavy subsidy could have brought the price down so low. Any government agency should delight in an association with such a book. But it is the Swedish International Development Authority, not our own Overseas Development Administration, whom we have to thank for making it available so cheaply.

The book's subject is actually larger than the title suggests. The authors work methodically through every factor which impacts on the health of children. There are sections on the distribution of resources, man-made deserts and the use of fertilizers. The reader is thus taken deep into the constraints on the Third World and its deepening poverty - undernutrition among preschool children in Ghana has actually increased during the 1980s.

The breadth of the authors' vision and the depth of their learning are

remarkable. Whether it is the economic role of the child, the causes of sickness, seasonal effects on pregnancy and lactation, the consequences of spacing births or projections of population growth Professor Morley and Dr Lovel offer practical good sense illustrated by specific examples drawn from medical journals. They are just as good on the types of health workers that exist and the sorts of health workers that are most needed, pertinently noting that choosing the right sort of people to be paramedics in village society is both crucial and difficult.

There are two additional qualities which put this book in a class of its own: first is the authors' style. Theirs is a didactic book but it provides its information lucidly and economically with graphs, bar charts and illustrations. The two authors, who are blessedly happy to admit their views have changed over the years, then discuss in the form of a scripted conversation the facts they have presented. Second, they never forget to draw parallels between the health of and the health care available to children in the Third World and those in the West, and in so doing make this humane and enriching book suitable for wide use in schools over here.

Peter Parker
Mother Care / Other Care by Sandra Schar and Judy Dunn (Pelican £3.95) examines the extent to which mothering (as opposed to fathering and care by others) is emphasized in Britain today, causing stress and guilt among a large part of the workforce. The conclusion is that, happily, despite the hurdles, working and feeling good about your job can be good for both you and your family.

Society Now

Gender

STEPHANIE GARRETT

Gender aims to help students to recognise and reflect on the significance of gender in their everyday lives. The work of major sociologists, especially recent feminist theorists is carefully discussed and the author makes wide use of activities and projects for students to locate the theory in their own experience. 176 pages Paperback 0 422 60570 0 £3.95

Deviance

PETER AGGLETON

While there are many books on the subject of deviance, few have been written as introductory yet comprehensive guides to this fascinating aspect of human behaviour. In simple and accessible language, this book introduces readers to some of the major debates about the causes of deviance in society. 128 pages Paperback 0 422 60480 1 £3.50

TAVISTOCK

11 New Fetter Lane, London EC4P 4EE

Norman Evans

BOOKS IN CLASS

CHILDREN'S LITERATURE

At the Sign of the Dog and Rocket. By Jan Mark. Kestrel books £4.50. 0 670 81008 8. (also Longman Knockout £1.60)

Like every school-leaver, Lilian has her share of problems, but she is at least spared the major hurdle of job-hunting. Long before taking her rather contemptuous leave of the teachers at the William Farrar-Langton Comprehensive, she has decided on her career, which is to work in - and eventually to manage - her Dad's Kenish pub.

However, bottling-up and bar-tending quickly become a baptism of fire for Lilian when, after her Mum is packed off on a much-needed holiday, dad slips a disc and is confined to bed for two weeks. Temporary help is essential - but when it comes it is in the dubious shape of "Costhanger Tom Collins", who has recently been a student-teacher at Lilian's school, and is particularly prickly thorn in her side.

At first the classroom personality clashes between doggedly meticulous Tom and brightly bumptious Lilian persist. Even the pile-ups of confusion and crisis that characterize life at the

Dog and Rocket fail to coerce them into co-operation. Tempers fray as Tom tries to achieve order in his (to Lilian) irritatingly reasoned manner. Their efforts to keep things ticking over are hampered by Mum's constant and worried phone calls, by the family's mountainous, immovable, Guinness-guzzling dog, and the sometimes bizarre demands of the pub's colourful clientele.

With her customary eye for the incongruous and her flair for ferociously pointed dialogue, Jan Mark extracts plenty of comedy from Lilian and Tom's enforced partnership. The iconoclastic narrative tone works only slightly less well when it describes the gradual development of each's liking and respect for the other. This reiteration of one of Jan Mark's popular themes (someone opening-up to the views of another) is not probed so deeply as in several of her earlier books, but, in the romping context of *At the Sign of the Dog and Rocket*, this is appropriate.

A serious point punched home is that teachers (at any rate of the student variety) can be as likeable as anybody else. Tom proves this, not only in his handling of the hiccup of pub management but in his skilful squashing of the real horrors of Lilian's life - her dreadfully spoiled, whiney-piney younger brother and sister.

Mary Cadogan

Compendia of knowledge

The Usborne Children's Encyclopedia. By Jane Elliott and Colin King. Usborne £6.95. 0 7460 0031 6. Junior Pears Encyclopedia. Edited by Edward Bligh. Pelham £7.95. 0 7207 1666 7. Macmillan Children's Encyclopedia. Edited by Leonard Sealey. Macmillan £16.95. 0 333 41274 7.



Is a children's encyclopedia a contradiction in terms? Can we really present for children that "ring of knowledge" for which the 18th century encyclopaedist strove? It is clear that publishers have always found it difficult to define what a children's encyclopedia should do. Like the blind man trying to identify an elephant, each produces a different answer: it is a browsing book; it is a support to personal interests; it is a general knowledge compendium; it is a scaled-down Britannica. The books under review provide examples of the first three categories. It was only the *Oxford Encyclopedia* that attempted the last. It was unique, perhaps the only "great" children's encyclopedia to originate in this country. Several publishers are rumoured to be interested in a successor: it will be fascinating to see their conclusions.

The Usborne Children's Encyclopedia is designed to typical Usborne style, with strips of small coloured

pictures leading down and across the pages, and the text in the form of captions to them. Its purpose is to simplify basic information about our world and present it in a popularized package. Inevitably the attempt fails in the particular, for it is notoriously difficult to find two-sentence summaries of complex matters. Clarity and accuracy are too often sacrificed to brevity. So we get "Classical ballet is a difficult dance done on the toes" or "Mexicans in Potzuarro have to learn how to make hats for a living". Perhaps another team could have managed to solve the form's problems better, but there are many signs that this book was made with either too little care or too little time. The format is likely to appeal to children and the decision for adults is: does the information outweigh the mis-information. My view is, just.

Junior Pears Encyclopedia sets out to "provide information on the main

topics in which young people are likely to be interested", and it does it in a closely-packed text, occasionally broken by block and white diagrams and maps. Much of the information is in tabular or statistical form - list of kings, rivers, events - but sometimes the blather we know and love takes over, as in "An emergency guide to punctuation". A major weakness is that much of the book is still devoted to that Boy's Own world of Blah's youth: railways, ships, the armed services. *Junior Pears* is now in its 23rd edition: it is high time that the content was re-assessed for today's readers. *Macmillan Children's Encyclopedia* is a substantial 1,000 page book, produced by a large team of consultants and specialist contributors, and could be used through the middle school years and beyond. The material is organized in 10 subject sections, an arrangement which prevents quick alphabetical searches but encourages reading around subjects. It offers a mid-point between the captions of Usborne and the word-laden pages of Pears. Each double-spread contains coloured illustrations and an extended text long enough for clear explanations that do not short-cut the truth. The third edition merits serious consideration for school or family purchase.

Peggy Hicks

Practice without policy

The English Teacher's Handbook. Edited by Roy Blatchford. Hutchinson £9.95. 0 09 161230 6.

Roy Blatchford edits *The English Teacher's Handbook* in a guileless way. His introduction emphasizes that the book "is not about the theory of English teaching. It is about its practice in classrooms". His concluding Resources section lists fiction that is "in no way prescriptive" and course-books about which "the contributors to this volume would not have a unanimous view". This ingenious editorial style allows the 15 articles in this collection sometimes to clash discordantly in spirit and often to reiterate elements of practice deriving from very different theoretical stances. As the second contributor, Richard Exton, notes in "Organizing the Department Team", "all practice derives from theoretical positions", and a handbook which ignores that in favour of eclectic selection from a diversity of writers inevitably produces confused messages.

The book comprises a series of descriptions of practice with an organizational flavour, some checklists and specific examples of classroom work. Despite the editor's invitation to "dip into" the pages, this is not really a

reference source, for it is not packed with easily extractable ideas and suggestions, nor is it organized into brief, free-standing blocks of information both uses surely implied in the term "handbook".

There are good sections, though to describe the book as a "comprehensive compendium", as the Introduction claims, is inaccurate. I would read it for Richard Exton's humane, stylish and eminently useful piece on departmental organization, but not for Malcolm Watt's self-evident tips for leadership (you must "believe in the task" and you have to recognize that "heads are human too"). Sue Horner's "Providing for the ability range" does well what it sets out to do, but an appraisal of styles of organization is absent from the volume despite their centrality to views of the English curriculum. Bill Deller on comprehension suggests ideas based on a coherent model of reading and his tasks are designed to build confidence and a range of experiences for the student who is so clearly the focus. Yet in pieces relating to literature, one on fiction and the other on examinations, the teacher, it was implied, moved from "activity" to "strategy" without considering the individual readers, who perhaps need time to find their own meaning, direction and questions. A concern for the individual was evident, by contrast, in David Allen's piece on "Assessment". Impressively, he makes that most public dimension yield a set of practices supported by a belief in teacher-pupil responsiveness which could be more sensitive, more individual and more appropriate.

Work on drama, poetry, micro and post-16 case-study tasks is convincingly outlined by enthusiasts. Other areas, "the slow learner", so-called "basics", talking and starting writing are more pedestrian and threaten to overwhelm to reader with waffle, always the danger when practice-without-policy is the avowed aim. And there are so many stars uncluttered in this book. GCSE, coursework in any detail, multi-culturalism, and the whole dimension of development, sequence and progression in English. Maybe a handbook cannot be topical these days, but it could be expected to indicate some of the influences from which current practice develops. Which brings us back to its lack of a unifying theory...

Pam Barnard

Synonymicons

Longman Pocket Roget's Thesaurus. Edited by Susan M Lloyd. Longman £4.95. 0 582 89332 1. The Penguin Pocket English Thesaurus. Edited by Faye Carney and Maurice Waite. Penguin £2.50. 0 14 051193 8. Kingfisher Illustrated Thesaurus. By John Bellamy. Illustrated by Peter Stevenson. Kingfisher Books £7.95. 0 86 272 244 6. Kingfisher Pocket Thesaurus. By George Beal. Kingfisher Books £2.95. 0 86 272 278 0. The Oxford Children's Thesaurus. Compiled by Alan Spooner. Oxford University Press £5.95. 0 19 910229 5. Sphere/ODP £3.95.

In any thesaurus the word finder seems as important as the bulk of the volume. The hardback *Longman Pocket Roget's Thesaurus* places its comprehensive index at the front and lists every entry encouraging precise location (albeit time-consuming) of the correct usage for words as common as "help", "edge" or "strong". The edition also scores in the main text where the standard classification remains (Abstract Relationships, Special Rela-

tionships, The Material Universe and Human Beings), and each section is presented with laudable clarity. The paperback *Penguin Pocket English Thesaurus*, with the word finder in its more usual place, is designed on a smaller scale and with fewer words but is equally useful as a quicker guide.

Three contrasting thesauruses currently available for the younger end of the market dispose with any index and operate more straightforwardly according to alphabetic order. The *Kingfisher Illustrated Thesaurus* is an ideal starting point for the top junior or lower secondary age range eager to extend vocabulary; each word gives up to five synonyms followed by antonyms and homonyms wherever appropriate. In a good sized volume, spaciouly printed, a brief appendix points out tricky spellings, while some humorous illustrations help with confusing meanings - fun learning.

Budding verbalists should be kept happy for many an hour flicking through the *Kingfisher Pocket Thesaurus*. Compact in form every entry is numbered (629 entries for "S" alone) making each word cross-referable - quite a feat considering the book also houses grammatic abbreviations, homonyms, and an endless supply of

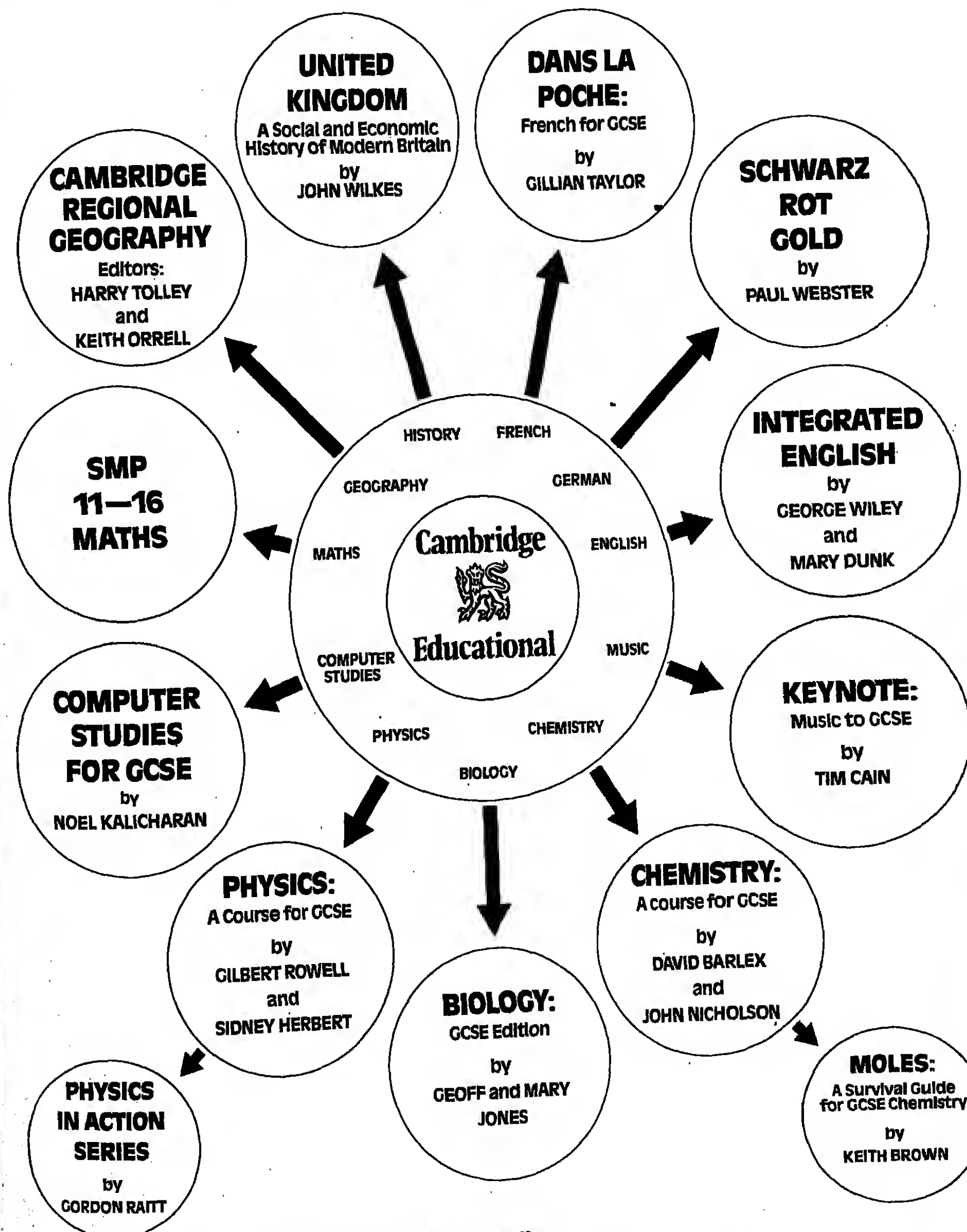
antonyms by means of its clever format. This is one for the 12 to 100-year-old who enjoys a little research to replenish the stock of brain-fodder.

Complementing its sister dictionary, *The Oxford Children's Thesaurus* follows a different path from the previous two in its concentration on word usage: all entries have a sentence for various interpretations of the word ("turn", for example, containing 12 separate sentences plus apposite synonyms for particular occasions). Added to this are unmetaphorical words useful in specific circumstances - for "music" subheadings are given for composition, instruments and other musical words; also included are cross references (under "glacier" a reference to geography and so on), and warning signs for informal slang or colloquialisms. Not so much a thesaurus here, more an indispensable means of communication.

Jacqueline Fisher

Further reviews of reference books on pages 27-33.

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EDUCATION COURSES REVIEW

REFERENCE BOOKS



"Main Street", 1968, by Mick Wooten - an illustration from *The College Handbook* by John and Joan Digby (Thames and Hudson £12.95).

Basic Crockett

The Cambridge Handbook of American Literature. Edited by Jack Salzman. Cambridge University Press £15.05 21 30703 1.

This is a brisk, well-presented reference book for the general reader but some of its editorial decisions are decidedly quixotic. The Declaration of Independence is properly included as a literary text; does the work of Oscar Wilde and Somerset Maugham really belong in the same context? Why choose Hammett and Chandler but not Ross Macdonald or Patricia Highsmith? Why Erica Jong but not Alison Lurie?

Jack Salzman's preface explains that he and his contributors, the staff of Columbia University College for American Cultural Studies, have tried to ensure that the 750 entries represent "a core list of those writers, works and movements of which some knowledge

is essential to all serious students". It is a pity that he did not set out his basic criteria for selection in more detail. It puzzles the reader to find an account of Melville's *The Foe* but to search in vain for Isaac Bashevis Singer's *The Slave* - indeed, for any mention of Singer. If the editors consider him to be primarily a Yiddish writer they are making an odd judgement; his work is widely acclaimed, and nurtured as much by the American community as by the Polish he left in 1904.

Of course, such quibbles and contentions are part of the fun of rifling through any reference book covering a wide field. This one has a good select bibliography to remedy its inevitable shortcomings. It is strong on the early texts of the revolution, so many of them written by Puritan clergymen. It also sets out a chronological table of American history, providing easy checks and some poignant juxtapositions. *Catcher in the Rye* was published in 1951, just after the US had first entered Korea.

The entries themselves are well organized with cross references to those of the authors' major works given individual attention. I looked up two favourites at random to see how they had fared. Thornton Wilder's *Our Town* gets a better billing than his fascinating novel *The Bridge of San Luis Rey*, although both won him the Pulitzer Prize. I have no complaints about the treatment of Henry James (who, together with T.S. Eliot and W.H. Auden, is claimed for their side); the essay on his work is clear and scholarly and there is an excellent synopsis of *The Golden Bowl*. Occasionally, a hint of academic asperity creeps into the neutral prose. The entry I liked best begins with a certain laconic charm: "Crockett was born in Tennessee and received little more than basic schooling. Altogether, a lively and provocative survey and reasonably priced.

Judy Cooke

Redrawing the map

The Concise Oxford Companion to American Literature. By James D. Hart. Oxford University Press. £19.50. 0 19 503982 3.

To plot the map of a culture is as difficult as to trace the true outline of a continent. Reputations wax and wane as a coast changes shape through erosion and accretion. One who has attempted this act of literary cartography for half a century is James D. Hart. Now his *Oxford Companion to American Literature* has been released in a "Concise" version. It's not quite a white dwarf, with all the original matter compacted into a super-dense volume. It's more like the culling of an over-prolific herd, with once acknowledged masters being clubbed over the ear and left for dead so as to make room for a new generation. The problem is that every now and then someone who deserves the club is deprived while new young bucks and even worthy adults occasionally get hit by the backswing.

So, still in the book are minor poets - such as David McCord, Rolfe Humphries, Paul Hayne - while nowhere to be found are such black writers as Theodore Ward, Alice Childress, Gwendolyn Bennett, Margaret Walker, Ed Bullins or Ossie Davis. We have John Cheever, as we should, but not his daughter Susan, whom we might. We have Philip Roth, as we must, but not Henry Roth (hardly a new name but important nonetheless), whom we could. We have Fisher Ames, the 18th-century almanac edi-

tor, but not Walter Abish, the late 20th-century novelist. Hart offers an entry on F.O. Matthiessen, a crucial figure in literary criticism and cultural studies, but nothing on comparatist contemporary critics. By the same token we will find entries on New Criticism and Stream of Consciousness but nothing on structuralism and deconstruction.

James D. Hart is also a touch with about genre writing. He does offer a brief - very brief - entries on science fiction and the detective novel but no entries on Frank Herbert or Samuel Delany and nothing at all on George V. Higgins, recently chosen (perhaps a shade oddly) as one of the top 20 postwar American novelists by a panel of British academics, writers and reviewers.

And then there is the matter of judgement. It is not odd that in a concise edition of his book James D. Hart should give more space to Lasker Wilson than to Arthur Miller and more than to the two greatest contemporary American playwrights (outside of Miller) put together, namely David Mamet and Sam Shepard?

But in the context of James Hart's contribution to the study of American literature and the general utility of his book these are perhaps little more than quibbles. Besides which, literary cartography is not a precise art. There are no satellite photographs or infrared scans. Where one person detects heat and light, the sharp edged outline of a continent, another sees nothing but a mass of clouds.

Chris Blighy

MEGOGIGO

New Dictionary of American Slang. Edited by Robert L. Chapman. Macmillan Press £16.95. 0 333 44125 7.

The poet Walt Whitman called slang "an attempt of common humanity to escape from bald literalism and express itself illicitly". American speech was to be the foot at the court of the Queen's English.

From Whitman onward, American novelists and poets have been obsessed with the imaginative possibilities of the vernacular. Mark Twain's greatest novel echoed very little of the school-room or printshop; later, Norman Mailer was to found a career (and a heavy rep) on the belief that it was the common soldier's imaginative verbal obscenity that kept him sane.

The dictionary is most immediately and obviously of use to readers of American fiction and to ofays (qv) who hang around in jazz dives. How many British readers have in the past baulked at the likes of "cockamamie", "scuttlebutt", "ditty"? What - exactly - is a "rulo-check"?

The main problem with a dictionary of this sort is a etymological one. A remarkable number of entries have to be given as origin unknown. Another problem is built-in obscenity: quaint Cagneyisms like "gat" and "sap" are dignified by distance and Columbia Pictures but even Dr. Chapman's updates can't keep up to the fashion mark: "hip hop" and "slamming" are in but neither "house" nor "showing out" make it under the wire.

Pop slang really needs televisual indexing.

Much like Basic English, American slang is heavily mortgaged on other languages, reflecting its cosmopolitan subcultures (Black, Jewish, Hispanic) and the national history. Megogigo, once these collides: "shit-chin" from the French, means frothy, overdecorated, but also (to veterans of the Japanese Occupation and Korea) a woman's breasts, from the Japanese *chichi*; up in Alaska, the term carries a definite hint of prostitution. Taken together, the overtones of colonialist contempt are unmistakable.

Slang is mainly, and if you'll pardon the expression, a bottom-upwards phenomenon. Not exclusively, though. The bronzed, surfing children of the middle class periodically lapse into an esoteric glossolalia compounded of baby-talk and computers, food, drugs, big waves, whatever's currently in. In the late 1970s Frank Zappa and his daughter Moon Unit (honestly) recorded a song dedicated to the "Valley Girls", the orthodontically perfect, linguistically bizarre sprigs of Californian money. "Valley" slang was as easy to follow as Kwakwaka'wakw. It weren't big on books, especially dictionaries, which they considered "MEGOGIGO" (upper-case euphemism essential). This Chapman glosses as "mine eyes glaze over, garbage to garbage out". Quite.

Brian Morton

*See last week's Lingo column - E.J.

Selective entry

A dictionary of American and British Euphemisms. By R.W. Holder. Bath University Press £22.50. 0 85197 069 6.

This book was compiled by a businessman who travels widely in the British Isles and North America. While it includes some interesting information, this is outweighed by the intrusive asides of the author, whose facetious asides and subjective comments distract and annoy. The bulk of the entries seem to be from America, and deal with sex and bodily functions; social and political euphemisms included reflect the author's own views: there are many Communist or Nazi expressions but few current Western ones, and those included. For in-

stance, the "peace women" are accused of using violence, but "peacekeepers" for missile, is absent. "Comprehensive" is defined as "offensive non-selective entry", but the personal comment which follows includes the allegation that 46 per cent of children leaving comprehensive schools in 1981 were unable to read or write.

No linguist, the author interprets "euphemism" loosely as well as subjectively. Words such as "toller" which have euphemistic origins, are described thus: "Properly, a towel... There are selidance is given as to insufficient guidance is given as to currency usage. A book for the edification of the school library, it is the continent rather than the one

Proofs of sanctity

By John Whale

The Oxford Dictionary of Saints. Second edition. By David Hugh Farmer. Oxford University Press £15.00. 0 19 58149 1. £5.95. 282038 9.

St Brigid (Ireland, 6th century) could turn her bathwater into beer: she served it to unexpected clerical visitors. A novice who borrowed a psalter from St Anthony of Padua (Italy, 13th century) without his leave was terrified by an apparition into returning it. St Anthony's help has been sought ever since in finding things people have lost. St Joseph of Cupertino (Italy, 17th century) is the patron saint of air travellers and astronauts because he would levitate. The father of St Wilgevois (Portugal, legendary) wanted her to marry the King of Sicily, but since she had taken a vow of virginity, she put the king off by growing a beard and a moustache.

To judge from the new edition of the *Oxford Dictionary of Saints*, it is this kind of thing that is the stuff of sainthood. The book first appeared in 1978. David Hugh Farmer, a Benedictine monk turned reader in history at Reading, has gathered into it all English saints, all saints of any origin who have had a church or a town or a day named after them in England, and all the main saints from the rest of the British Isles. Most of these people are wonderworkers who have become chameleons or enablers of prayer.

That is of course only one of the senses in which the term "saint" has been commonly used. In the New Testament, the word is never found in the singular. Saints were simply Christians. That meaning survives in hymns such as Charles Wesley's "Hail to saints on earth in concert sing. With those whose work is done". For example, And there remains the ordinary usage, whereby a saint is someone of peculiar moral excellence.

But moral excellence is not the

ticket of admission to a dictionary of saints. A good many of the early saints were kings, doing a job where moral excellence was a luxury. Part of the reputation for holiness enjoyed by St Edward the Confessor (England, 11th century) was based on nothing more than the belief that he refused to go to bed with his wife. (Sexual abstinence was disproportionately admired.) The moral excellence of several other saints consisted only in dying well: St Paneris (Italy, 4th century) had little time for anything else since he was martyred at 14. As for just living a Christian life, there was no question of that counting. The root of the matter was miracles, achieved either in life or later.

Miracles were early regarded as a sufficient proof of sanctity; by the early Middle Ages they had become a necessary proof. The reasoning was clear enough. Cities wanted the local saint authenticated, to increase the prestige and revenue of the local shrine. The weightiest seal of approval was the papacy's. Papal officials needed evidence. Miracles, especially miraculous cures lodged at the shrine, were the nearest thing.

The procedure persists to this day. If Cardinal Newman ever becomes St John Henry Newman, it will be because two miracles can be credited to him. The rule has its own logic. Miracles imply the securing of divine intervention. The candidate scores a pass at S level only if the Chief Examiner is in active agreement.

The tests were sometimes less rigorous than they are now. The original claim to fame of St Swithun (England, 9th century) is that when his remains were moved long after his death into Winchester Cathedral, there was a notably heavy downpour; whence, somehow, the persistent belief that rain on that removal date in mid-July entails rain on the next 40 days as well. Most miracles are in the mind of those who experience them.

Trivial Pursuits for monks

A Calendar of Saints. By James Bealey. Orbis £12.95. 85613 781 2.

Dictionary of Christian Lore and Legend. By J.C.J. Metford. Thames and Hudson £6.95. 500 27373 1.

Religious Holy Places. By Rivka Gonen. A and C Black £11.95. 7136 2872 3.

Longman Guide to Bible Quotations. By Kenneth and Valerie McLachlan. Longman £12.95. 582 55573 6.

These four handsome religious reference books might seem to be lobbed at the same general target: anyone, in religion. In practice, they are suited to very much more precise audiences. While one seems primarily for art historians with little religious background, another is a guidebook for anyone on a Mediterranean cruise pulling into Israel (but not Arab ports), and a third might be destined for the police tables of the more affluent Roman presbyteries.

The latter is the sumptuous *A Calendar of Saints*. Illustrated in full colour and arranged according to their special days throughout the year, are saints from every walk of life. Thus the saint for today (May 22) is less than widely known St Humility. Turned off by her husband's frivolity (he was called Ugoletto), she insisted on being bricked up in a cell. Through the allegation that 46 per cent of children leaving comprehensive schools in 1981 were unable to read or write.

No linguist, the author interprets "euphemism" loosely as well as subjectively. Words such as "toller" which have euphemistic origins, are described thus: "Properly, a towel... There are selidance is given as to insufficient guidance is given as to currency usage. A book for the edification of the school library, it is the continent rather than the one

Sumptuous and attractive though *A Calendar of Saints* is, it is also (by its very arrangement) unsatisfactory. It is limited in the number of saints it can include and seems to have more than half an eye on an overseas market. For example, Augustine of Canterbury appears on the day his feast is observed in the continent rather than on the day he is remembered by the Church



It had to happen, but in the event it's rather good: Exploring the West Country: A Woman's Guide (Virago £5.95) takes the traveller through scenic towns and neglected graveyards to reveal a rich mine of historic testimony to some 200 female writers, painters, gardeners, sailors, witches, murderers and saints. Jennifer Clarke and photographer Joanna Parkin maintain a briskly informal style. Left: obituary of Florence Wyndham in *St Decuman's Church, Watchet, Lady Wyndham's cloak to Jane lay in her rising from the dead after her premature funeral following her putative death to childbirth*

Tripping

Family Favourite: Your Holiday Guide (Corgi £4.95. 0552 12733 7). In their new guide, travel writers Robin Dewhurst and Gillian Thomas have covered every conceivable type of family at home and abroad, from the traditional caravan holiday in Britain to touring with a motorcar in California, from the Holiday Centre in Ay to the Club Méditerranée and from riding in the Borders to a safari in Kenya. There are holidays to suit all tastes and price ranges.

Each entry is accompanied by an honest review of their holiday by a particular family. This is where you get a realistic view of the pros and cons of the trip. There is also a "package" of basic information such as price, details of accommodation, tour operators and travel arrangements. The sections on holidays for families with a disabled

child, holidays for children on their own and holidays for the one parent family are particularly praiseworthy. The Complete Activity Guide. By Angela Hollist and Penelope Gaine (Piatkus £4.95. 0 86188 622 4). The ideal age to start hell-ringing is about 12 years - any younger, you risk being swept off your feet. The minimum age to start motorcross is six. Gymnastics should commence at six or seven: rugby league takes them at eight. The *Activity Guide* proves that there is a lot more to do in the school holidays than watch the omnibus edition of *Eutendras*. It provides full information on sports clubs, activities, fund-raising organizations and ideas for outings. Even the dog will not feel left out: details of the National Dog Owners' Association mean that there is no longer any excuse for not dragging him along to the local obedience training classes. After all, there's nothing like starting young.

Eleanor Caldwell

Ms world

Women in the World, An International Atlas. By Jon Seager and Ann Olson. Pan £7.95 (paper), 0 330 29193 9. Pluto Press £14.95 (hardback).

According to its publishers, *Women in the World* is the first atlas of its kind. It is certainly comprehensive: 40 lavishly illustrated and brightly coloured sections present information on everything from the availability of contraception across the world to the percentage of women in the labour forces of different nations.

As you might expect, much of it makes grim reading. The book reveals that female circumcision has been documented in over 30 countries; there are 15 central African countries in which over half the female population has been mutilated in this way. But the West is not as civilized as we like to think - in 1984, 95,000 American women underwent surgery just to increase the size of their breasts. Another 21,000 had "tummy tucks".

These statistics are not surprising when, on another page, you find the beauty business mugged out for you. The authors list 18 national beauty contests in the US, including Miss Nude America. Virtually every country in South America, and several in Asia, are participants in either the Miss World or Miss Universe contests. Other pages detail women's lack of progress where it really matters. Women are heads of state in only five countries, and make up fewer than 5 per cent of representatives in national legislatures.

Women in the World is an appalling idea, imaginatively executed. My complaint, and I'm afraid it's a major one, is that it lacks detailed references to the sources of its information. A set of notes to the maps appears at the back of the book; these tend to consist of vague references such as "New Internationalist, various issues". For anyone who wants to find an exact source, these notes offer very little help indeed.

Joan Smith

Science World

General Editor: David Jollands

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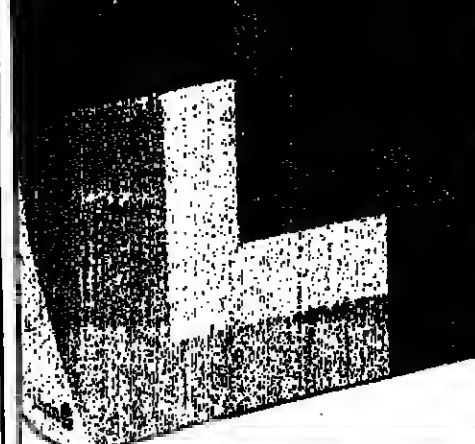
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REFERENCE BOOKS

Riches

The Oxford Companion to German Literature. By Henry and Mary Garland. Second edition by Mary Garland. Oxford University Press. £25.00. 0 19 866139 8.

"Almeis-vous Goethe?" was the question with which the poet D J Enright once teased the readers of *Encounter*. It is a question that for many Anglo-Saxons still choose to avoid. Their own literature is one of Falsstaff not of Faust: Sir Loin-of-Beef was always going to have a hard time trying to understand a man wanting to liberate his soul for nothing more substantial than knowledge.

First, time to form, has returned neither Faust's apathy nor his incomprehension. As the Garlands' fascinating entry for Shakespeare reminds us, from the 1770s on Germany turned for its earlier dismissal of the Bard as "ignorant of the rules of drama" with a wave of boundless enthusiasm that is unabated to this day. It is salutary to reflect that in the mid 19th-century Shakespeare was played more frequently in the German than the English stage.

So it is time for Anglo-Saxons to make friends and to discover the riches of a great culture that have been more read about than into. There could be no better companion for this quest than the Garlands' book. It came out in 1976, was acclaimed a model of its kind, and now reappears revised and updated by Mary Garland. The length has gone up from 977 to 1020 pages, much of the extra space going to living writers. There is now a full page for Peter Handke (17 lines before), and the new entries include one for Boho Strauss.

This Oxford Companion is a goldmine of ready-reference information not only about the highways and byways of German literature, but also about that implied background of intellectual, social and political history which alone can give depth and mean-



A plaster face cast of Goethe, 1807

ing to the foreground of hazy words upon the page.

Inevitably one can find a sprinkling of errors, and the objectivity essayed by the Garlands is not always satisfactory. They tend to fall back on bland shyness on occasions which cry out for sharp characterization. It is not enough to gloss H S Chamberlain's Grundriss des XIX Jahrhunderts as a "controversial history", the uninitiated reader would get little idea of Walter Benjamin's stature from his being described as "an original and perceptive critic".

Only rarely do entries enter value judgements or venture into the quagmires of influence and interpretation. This policy has also excluded information about secondary literature and translations. Recommendations of the latter would surely have been welcomed by most readers. While such information can quickly date, a classic reference work with every expectation of a new edition wrong now and again rather than offer the reader no leads where he might reasonably expect them.

Patrick Carnegie

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Les mots justes

The Collins Robert French Dictionary. Collins £14.95 (standard). 0 00 433451 5. £16.50 (with thumb index). 433452 3.

Dictionary of Modern Colloquial French. By René James Héral and Edwin A Lovatt. Routledge and Kegan Paul £5.95. 0 7102 1099 X. Le Bon Usage. By Maurice Greville. New edition edited by André Gosses. Daculot, distributed by Collins, £27.95. 0 00 433522 8.

First published in 1978, the Collins Robert French Dictionary now appears in a revised and expanded edition and its price alone should ensure that it becomes the standard work of reference for serious students of the language – or, rather, of the languages, since this co-operative venture began between the two publishers treats English and French speakers impartially. It is a desk dictionary, for students, teachers, librarians and translators, and, understandably, does not show the same consideration for learners found in the Collins Pocket French Dictionary where, for example, irregular verb forms are cross-referenced. It does contain a section on "language in use", with sample letters and phrases for expressing doubt, disagreement and so on. But, on the whole, these 1,700 pages of small type, giving over 460,000 translations, are not for the tourist who may stop over for a couple of nights, but for those to whom the other language is already a home.

As they settle down with the Collins Robert, they will soon be reassured about accuracy and the extent of its coverage. They will also discover some irritating habits such as the treatment of compounds which conceals "landlady" under *land* while giving *landscape* as a headword. English phrasal verbs appear separately, marked by a lozenge, while French compounds made up of a verb root and noun are usually found under the verb (*essuie-glace* under *essuyer*), but not always (*ouvre-boîte* is a headword). These idiosyncrasies are to some extent explained in the introduction, which should be carefully studied, but even so, the user will have to work. That apart, like all good bilingual dictionaries, it defines its limits and sometimes its limitations in three areas: colloquialisms, technical terms and "the untranslatable". Slang is ephemeral and the Collins Robert, designed to last, omits a lot of marginal words included in Héral and Lovatt's

Dictionary. Its store of technical terms seems to cover the needs of all but the specialist translators: *borillet*, *broche*, *poucin* and *palmi* are there, as well as *inmodolyst*, *feu* and *scutibeur*. Indicating where they are used, Builders will have to look elsewhere for *pervibrateur* (immersion vibrator), sailors for "bit" (*la tête de la dérive*) and jockeys for some items of harness: "noseband" is listed in English, but *musserolle* does not appear in the French section.

Some common expressions belong to the culture and have no direct equivalent in another language. The Collins Robert uses a conventional sign for such rough equivalents as *baccin-laureat/GCE A* levels/high school diploma and lists many abbreviations though it has not caught up with brief explanations, though I found the translation "passing" unhelpful for *rattrapage* (in the sense of making an exam grade up to reach the pass mark). But these are quibbles: all in all, it is an impressive achievement which compels immediate respect and may, with time, inspire affection.

The Dictionary of Modern Colloquial French takes us out of the powerhouse into the playground. This is a paperback edition of a French-English dictionary first published in 1984. It has some 8,000 headwords, but its interest is mainly in other parts of the body, and when it is not suggesting exotic names and uses for these, it is probably contemplating crime. The English translations are graded from colourful slang to standard equivalents. A pleasure to browse in, a danger to use.

Le Bon Usage, on the other hand, is both solidly reliable and a delight for advanced students to read. Greville's standard grammar first appeared in 1936 and this twelfth edition is bigger and better than the ninth, which has served me since my student days. It cannot be faulted: simple to consult, packed with examples, it leads you from your original problem to consider the history of the language, popular usage, peculiarities, irregularities and a host of questions you never thought to ask. Friendly to all users, it relates traditional terms, but takes account of modern linguistic theory, and is informative on basics at the same time as it simplifies obscure points of grammar or usage. I am grateful to have it here on my desk, not reproaching me with how much I need, but gently reminding me how much I still want to learn.

Robin Buss

Games show

The Encyclopaedia of Badminton. By Pat Davies (Hale £11.95 0 7090 2706 6). What the average badminton player probably does not know is that the game was familiarly known as "hit and scream". Apparently shuttlecocks at that time were made of hard rubber and the constant fear of receiving a body blow made for a noisy game. The Encyclopaedia of Badminton is a fascinating compilation of facts about this popular game. As well as listings of world-wide championship results and details of top players, there is an extensive range of information on all aspects of technique, rules and tactics. Badminton is often portrayed as a gentle church hall sport so the entry "killer instinct" may come as a surprise, and seasoned enthusiasts of the game will appreciate the "whon" urge to maintain the attack. Robert O's opponent, without slackening effort, without mercy.

The British Federation Guide to Better Skiing. By John Samuel, John Stead and John Hynes (Pan £4.95. 0 330 29558 6). Whether you are planning a school trip to Austria for beginners or preparing for your annual trip to the Cairngorms, the British Federation Guide provides a sensible approach to skiing. Basic techniques such as snow plough and traversing are described in a step-by-step way, and the well-shot action photographs will help beginners to do some homework in their living rooms before setting off for the slopes. The experienced skier, the guide also covers slalom and downhill racing and many other competitive aspects of the sport, including ballet skiing.

The SRA/WSRA Guide to Better Squash. By Bob Lincoln, Jane Payer, Claire Chapman and Paul Wright (Pan £4.95. 0 330 29557 8). The Men's and Women's Squash Racquets Associations have joined forces to produce a comprehensive guide to the game which is clear, enjoyable and above all encourages even the average player to persevere. Guidance on all aspects of the game from beginner's to tournament level is given by national champions. Accompanying photographs help to clarify the sometimes complex explanations of stroke-play. Offering advice on fitness, tactics, equipment and match preparation, the guide's main strength is in its descriptions of basic squash technique.

Eleanor Caldwell

In brief

Do you wish to tune to Radio Nyab in Bhuta or Radio Edmore Rural in Brazil? If so, you are probably into DXing, the hobby which consists of hunting down as many distant radio stations as you can find on the short wave band of your very special radio receiver. DXers (but perhaps few others) will therefore welcome the latest edition of the Guide to Broadcasting Stations by Philip Darrington (Helm £6.95. 0 356 12567 X) which lists the thousands of stations transmitting on long and medium as well as short wave. It also contains a special feature on Latin American DXing (which doesn't mean listening to Edmore Ros) and the fascinating information that, as the BBC in London can be recognized by the sound of Big Ben, Melbourne's identification signal is the kookaburra. D B

Hoyle's Modern Encyclopedia of Card Games. By Walter B Gibson (Robert Hale £5.95. 0 7090 2910 1). This is an excellent handbook covering the basic rules of almost all the usual card games and numerous variations upon them. They are arranged alphabetically, alternative names appear in their correct places, and the whole is correlated and listed in the Glossary-index which includes definitions of terms used in the different games with page references. The instructions are admirably simple to follow no matter how complicated the game or ignorant of cards in general the reader may be.

The original rule book for card



An Athenian tetradrachm, in the Hunterian Museum in Glasgow from The Cambridge Guide to the Museums of Britain and Ireland, by Kenneth Hudson and Ann Nicolls (£15.00). Each entry describes what's on offer, plus opening times, parking, restaurants and access for the disabled.



"JOCOR" – first picture of skiing . . . north Norway. Metal worklog spreads through Europe. Era of simple bungee monuments in England . . . "1816" – Argentina becomes independent of Spain's "1982" – Argentina invades Falkland Islands. The entries to the Knight's Book of Dates and Events by David Herman (£2.95) are brisk and to the point – it's a handy guide for the quickest of quick reference. Above: Johannes Gutenberg, the 15th-century inventor of printing from moveable type.

Greenery

The Green Alternative Guide to Good Living. Edited by Peter Bunyard and Fern Morgan-Graville. Methuen £12.95. 413 60280 X. £2.95. 42440 5.

Reading this book I was often reminded of General Booth. Why should the devil have all the best tunes? he asked – and founded the Salvation Army. In Green terms, the devil is at least allied if not identified with ruthless multinational corporations – and they certainly have the better writers. Possibly it is the editors who have reduced contributions from such Green luminaries as Edward Goldsmith and Diana Schumacher to a uniform format of question-and-answer, and a uniform tone of barely-suppressed hysteria. The list of topics covered is wide – from conservation and nature through nutrition and health to energy, politics and the Green philosophy – possibly too wide to be covered in depth. Cartoons of varying amusement value accompany the (apparently random) questions. The answers themselves vary too, from the statistical to the anecdotal and from mere assertion to careful analysis.

It is hard to see the market for this "Guide to Good Living". The already converted, like me, will be irritated by its feverish desire to cover all the Green issues in every paragraph. The unconverted will feel back, dismayed by these new imperatives from breast feeding to broad bread to biorecycling which confront them. "Small is Beautiful", as an infinitely better introduction to "Green living", advised.

Victoria Neumark



R W Bramhall's Illustrated Handbook of Vascular Architecture (Faber £7.50) has now been brought up to date, and remains the best book in its field, dealing with materials and methods of construction for wall, roof, staircases, windows and doorways. Above, a polystyrene kiln.

Souls in torment

A Critical Dictionary of Jungian Analysis. By Andrew Samuels, Basil Shorter and Fred Plant. Routledge and Kegan Paul £6.95. 0 7102 0915 0.

Always easy to spot the Jungian reference books. They're the ones that give "self" five times the space they give "sex". With Freud, it would be the other way round.

Carl Jung split from the Founding Father on the eve of the First World War to develop his own "analytical" school of psychiatry. Broadly, Jung saw the unconscious as the creative instinct; psychic illness, then, was "the suffering of the soul that has not discovered its meaning" as expressed in the symbols and "archetypes" of the collective unconscious. Learning the sources and significance of these symbols led to the kind of wholeness or "individuation" which Jung saw as the basis of mental and spiritual health.

Samuels, Shorter and Plant have done an excellent job in setting out the main concepts of the Jungian psychology in a clear and readable form. The only possible quibble relates to the orthodox alphabetical layout. With

only 200 long entries – most cross-referenced – their purpose might have been better served in a short, general introduction. What they do, however, is done well.

Broadly, they examine those new terms (such as "individuation") introduced by Jung; those general anthropological and psychiatric terms he adapted to special usage, such as "symbol"; and those everyday words, like "wholeness", to which he gave a specialized meaning. Some of his concepts – "animus/animus", "introversion/extraversion" – have become more or less assimilated to everyday speech; others, stemming from his interest in the occult, remain obscure and at first glance out of place in a psychiatry textbook; there are long entries on "alchemy" and "magic", though none on UFOs, a subject that exercised Jung later in life. All these, along with "mana", "mandala", "senex", "the Trickster", "the foal", "uroboros", are part of the curious poetry of Jung's thought. Whatever its therapeutic merits, it exerts a strong imaginative pull, not least on the heir to the throne, who tends to take his Jung diluted with a little Laurens van der Post.

Brian Morton

Private pains

A Dictionary of Philosophy. By A R Lacey. Routledge and Kegan Paul. £14.95. 0 7102 0991 6. £5.95. 1003 5.

This second edition of Dr Lacey's very useful book manages to present the most awesome complex concepts of philosophy with wonderful lucidity. His definitions contain enough pointed history of philosophical controversy to provide a background for understanding particular terms while collectively offering an accurate picture of philosophy as a pursuit constituted by argument. Always readable and admirably concise, his explanations never collapse into the staid tedium to which reference works of this kind may so easily succumb. The quality of his prose renders the central questions of metaphysics and epistemology intelligible to the uninitiated while depicting them of none of their subtlety. It would be difficult to imagine a more elegant and concise introduction to a definition of Private Language than this.

Janet Daley

Addressing women

Encyclopedia of Feminism. By Lisa Tuttle. Longman £9.95.

The courtesy title *Ms* was first used 40 years ago in secretarial handbooks, where it was recommended as a solution to the problem of addressing a woman whose marital status was unknown.

Valerie Solanas, would-be assassin of Andy Warhol and author of a notorious feminist tract, complained that her publisher changed the title of her work from the SCUM Manifesto to the S.C.U.M. (Society for Cutting Up Men) Manifesto. Both these snippets of information come from Lisa Tuttle's *Encyclopedia of Feminism*. They provide some idea of the book's breadth – it contains more than 1,000 entries – and also of its irritating character. What were these secretarial handbooks, and on which side of the Atlantic did they originate? Was the SCUM part of Solanas's title really not an acronym until the Olym-

pla Press got hold of it? Tuttle does not tell us.

It may seem unfair to carp at these omissions, given the size of the task Tuttle has set herself. But, as she says in her introduction, the volume is intended as a general reference work for feminists. Since feminism is a contentious subject, ensuring that anything speaking or writing on it is more than usually likely to be challenged, it is all the more necessary that the author of a work of this sort should meticulously state her sources and explain her references.

Where the book is most useful is not with ideas – Tuttle's desire to be fair to all her subjects has saddled her with an overly reverential attitude to some of the more bizarre manifestations of feminist thought – but as a source for basic information. If you want to know what year Marguerite Duras was born in, or the alma of the Six Point Group, Tuttle's book will not let you down.

Joan Smith

Everyman's Dictionary of Abbreviations. By John Faxon (Dent £10.95. 0 460 030345). Living, as we do now, in a bewildering linguistic environment, where initials have taken over from words, a dict of abbs has become nbs. How, without one, can we survive our CNAAC (Committee of Nonentities Against Achievement) meetings, our NAB (News Agency Bureau of Burma)?

ED of A is excellent. It is apparently comprehensive and covers not only initials but also various usages, car registrations and personal names: Tom, Dick and Harry are all there. Did you know that AAAA was the American Association for the Advancement of Atheism? I thought not. TTFN.

Careers

Study Abroad – 25th Edition 1987/1988 (Unesco/HMSO £10.25. 92 3 002337 X). For the academic graduate anxious to pursue his or her subject overseas, it's often virtually impossible to obtain information on available courses. In its twenty-fifth edition, the Unesco guide offers an exhaustive list of courses, scholarships and grants covering 122 countries world wide. An astonishing 3,064 educational establishments are referred to covering a diverse range of subject areas from arts and social sciences to technology and medicine. Entries are in English, French and Spanish according to the official language of correspondence with Unesco. A limited number of courses for mature school pupils are also listed – for example, Japanese Studies at the Nanzan University or German language and culture at the University of Trier. However, the guide would be of most use to careers advisers in universities and polytechnics.

The Student Book 87/88. Edited by Klaus Dinecht, Nick Wellings and Jenny Lees-Spaulding (Paperback £7.95. 0 333 409911 9). How many of us with degrees in favourite school subjects such as German or English might have had second thoughts on our intended information on such subjects as Speech Sciences or Library and Information Studies had been made available before the UCCA forms were handed out? Divided into three sections: What to Study, Where to Study and How to Apply, this guide provides extensive information on universities, colleges and polytechnics throughout Britain – some 260 in all. Precise factual information on the main academic departments, numbers of students, accommodation and admission requirements is coupled with a down-to-earth student's eye-view of the place which provides a more complete insight than the predictable prospectus. In the section entitled "How to Survive Your First Year" practical advice on Student Health, Racism, Accommodation, Finance and Sex is definitely aimed at prospective students and not their anxious parents. The recommendation on the subject of parents in the section underlines this view: " . . . don't let them just turn up . . . Sundays are a good idea – everyone's in bed and no one will ever see them . . ."

Eleanor Caldwell

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Television

Collaborating with the enemy

We are so accustomed to ethical, political and social problems being depicted in images of violent conflict, that the terms we use may not be perceived as metaphoric. The participants in *War on Drugs* (ITV, May 11, 12 and 13) differed according to the mental categories within which they framed the question. "This is a war on drugs," moderator Geoffrey Robertson commented. "Isn't Allan Parry collaborating with the enemy?" Parry, who, as Drugs Training Director with Mersey Health Authority, ought to be in the front line, not only denied the charge of treason, but implicitly rejected the concept on which it was based.

The majority seemed to agree with him. The three programmes, and the *World in Action* report (ITV, May 11) which led into them, supported a new approach to the problem of addiction. Officially, the policy up to now has been one modelled on that in the United States, based on combating an invasion, with the law as its main weapon. Questioning the assumption that experience in the campaign necessarily meant American methods were correct (the experience has, after all, been gained because of a dramatic rise in drug abuse), *World in Action* claimed that emphasis on prohibition created a sub-culture which actually attracted some people to using drugs and made it more difficult for them to stop. Most participants in *War on Drugs* also favoured a tolerant approach aimed at minimizing the damage addicts might do to themselves, offering them truths rather than propaganda and keeping them away from pushers of adulterated goods.

Given a siege mentality on the problem, such proposals are controversial: *War on Drugs* has been criticized in the press and on *Right to Reply* (Channel 4, May 16), chiefly for its brief and inadequate treatment of glue sniffing (the programmes were concerned primarily with heroin abuse). But the presentation was designed to avoid controversy, by bringing the participants together around a horseshoe of tables, with the moderator leading the discussion from the center. They were offered a series of hypothetical situations to develop the themes of how doctors should deal with addicts, how governments should deal with drug smugglers and how the authorities should deal with pushers. This form of presentation allows participants to speak freely, because they are concerned with hypotheses, and the moderator to introduce Candy Floss, an inhabitant of the Derek Hatton estate in Scarborough, or the country of Xanadu, ruled by President

Kuhla Khan.

It was not only the names that made the audience laugh. Drug addiction is a subject of grim humour, precisely because what addicts do to themselves is so intrinsically unfunny and because floating laws which are intended to protect you from yourself is a bit of a joke. "A bit of a crack, bit of a giggle; that's how we get by, isn't it?" a character on *Lost Belongings* (ITV, May 12) remarked bitterly, in another context. The laid-back presentation of the three programmes and the use of language that could imply condoning the drug sub-culture, provoked further complaint.

The programmes and those who took part were far from irresponsible, as it happens, treating addicts not as fifth-columnists, but as victims of complicated social problems who need help, primarily for their own protection. The second programme, involving diplomats and ex-employees of other agencies (eg the CIA), was the least successful: here, the hypothetical scenario was less plausible and "realistic" compromises came across as detached cynicism.

No politics, Channel 4 promised, on its Wednesday Comment (May 13), for the duration: instead a strictly impartial hourly advertising privatization of the Electricity Board. So, in the same non-controversial, non-political spirit, reflect on the character of Bunter which, according to a conversation overheard in a Greenwich bookshop, is the chief fault in BBC's Dorothy L. Sayers Mystery (Wednesdays): "I suppose no one knows any longer how servants ought to speak." Isn't it reassuring that in Greenwich, at least, they still do?

Central's *The Cutting Edge* (ITV, from May 11) promises to be a fascinating series on research scientists in Oxford. It started with Dr Peter Rolfe, ex-pop singer turned bio-engineer, who has developed techniques for reducing infant mortality, particularly for communities in the Third World. The film explained the nature of the work and made it seem an appealing alternative to the music business. Another doctor in foreign parts featured on Alan Whicker's apparently endless series about Britons Living with Uncle Sam (BBC1, May 15): never again, he said, would he endure the squallor of a British hospital (that, I suppose, is strictly for the patients). Born in the USA? No, just trained on the NHS; and, talking of Bruce Springsteen, it appears he is "the Greatest Live Attraction to the World" (Glory Days, BBC2, May 12). Some distinction. Some world. Robin Buss



Steve Pallett at work on a self portrait

Sight through touch

Facial expressions of human emotion are displayed in dramatic juxtaposition at the extraordinary Faces: Touch and See exhibition which has just opened at the New Walk Museum, Leicester. Extraordinary because some of the most telling work was produced by blind sculptors students who have never seen a face. That it is possible to touch some of the work adds a dimension that is too rarely available.

The display ranges from the work of these students to heads from the hands of Epstein, Rembrandt, Moore; from unknown mask makers of Africa and the ancient East, simple carvings from Poland to the sophisticated sculpture of Rome. It owes its origin to a demand from a blind student on a course for the visually handicapped pioneered by Rachel Sullivan at Leicester University's adult education department. He wanted to know what he looked like and how his face reflected his feelings. The results can be most clearly seen in a series of masks expressing misery, happiness, horror and anger. It is tempting to let the eyes rest on the sensitive and accomplished work of Steve Pallett in the top row but it is

worth standing a little to let the achievement of the others sink in, then to step right back across the room to see the flicker of life in that top row. Alongside Epstein's "Weeping Woman" and Karl Holzer's "Head of Man" this work is not out of place. These echoes and contrasts are to be observed throughout the exhibition.

To be able to touch some of these exhibits is a revelation on two levels. First, the complexity of working without sight. Second, the enhancement of understanding; in one case to use the eyes alone is not enough, the solution is to shut off sight and use the hands. The sensitive juxtapositioning of this exhibition demonstrates clearly that the blind should not be excluded from artistic expression, that they are as capable of "seeing" as others, that their work can stand on its own without apology. This, then, is an exhibition of heads, how they have been seen and recorded by artists through the ages. It is not a display of blind art; any such suggestion would be inaccurate and patronizing.

Owen Surridge



Historian and erstwhile children's writer Gillian Avery spoke last week of her decision not to write again for children, after the publication of her last children's novel in 1979. Since the Fifties the "rules" of writing for children had changed to such an extent that now she preferred to write only for adults.

In the 10th Annual Woodfield Lecture on Children's Literature, delivered at Loughborough University, she likened the "artfulness and prudishness" of today's censorship to the "strong streak of intolerant zealotry" found in 17th-century Puritan books for children. Ms Avery saw a unique opportunity to develop the scholarship of past children's literature, and an understanding of the present.

Margaret Kilnell

Radio

Everyday story of towering genius

"Mary is to stand there in an ecstasy of passion," announces William Mortimer, the author of *The Wordsmith*. "I could do that!" volunteers his put-upon sister, Dorothy. She, alas, is doomed to a life of domestic drudgery, devotion and dictation, desperately trying to ensure the smooth running of Vole Cottage and to confine to her diary the anguish she feels now another woman has entered her brother's life.

Devotees of *The Wordsmiths* at Gorsemore will need little encouragement to seek out the new series (Radio 4, Saturdays 11pm; Fridays 12.27pm). We were introduced to this everyday story of towering genius two years ago. Now we can again follow the passions of this literary soap. William (Geoffrey Whitehead) is still eragely unimaginative, allowing his almost silent Mary and the voluble Dorothy (a wondrous comic creation by Denise Coffey) to fawn at his feet. "You can have a knee ache," Meanwhile, Simon Callow goes spectacularly over the top in every sense as Samuel Taylor Coleridge, yearning for "the redoubt of Glastonstone Pass" and supping from his little brown bottle.

This latter passion is shared by the diminutive Thomas de Quincey ("most serviceable for stirring the jam") who invites himself to stay and to her worship William. If episode one of the new series had its occasional longeurs, the second (tomorrow) is high literary farce. Coleridge is now out of favour with William and hidden beneath Dorothy's skirts. William and Mary are wed; the cock that was to have been lunch escapee, which induces Coleridge as a would-be wedding guest to have nightmares it is chained about his neck. Stinking iris, the maid, captures a passing owl as a replacement. Happily it too escapes. Unhappily, without its feathers and gills.

The series is decorated with music by Stephen Oliver (sung by Cantabile) and tempestuous sound effects. Jonathan James-Moore's productions are well worth hearing in stereo and the inventive scripts are by one of the new generation of comic women writers, Sue Limb. There are moments when you feel her portrayals of dry old William and his acolyte might not just be fun but a splendid critique of the Leavisite tradition. Ms Limb read English at Cambridge. In future episodes she confronts the Wordsmiths with William Blake, John Keats and Sir Walter Scott.

On Saturday nights, the show is followed by another spoof, *The Party Set*. In 1993, it has two potentially very funny but as yet disparate targets. One is political (and timely). The public has tired of the established parties and voted in the "loony" candidates - ranging from a pantomime horse (returned by Somerset North constituency) to the party leader, the Rt Hon Action Man who is interviewed by Rory Bremner as 'S'konti (and others). Meanwhile, out quite separately, a group of deliberately stereotyped characters sit around a party waiting for a sit com to begin, asking each other why they have to go through a tedious process of character development. The highlight is when Ally Alliteration, a trapeze artist, attempts to find the pub. A passer-by in this radio drama tells him, "Go up to the end of the street. Your footstep faded away. There'll be a short passage. They'll come back - and you're standing outside it."

A highlight of the coming week is on Monday when Radio 4 presents a Berlin evening. It begins with a documentary about the city by Jack Higgins, while Rushmore explores its railways. *Koleidoscope* takes a look at the festival that is celebrating its 750th anniversary and the evening closes with a history of Berlin cabaret.

David Self

A new elite

Roosevelt's Children. By Edward Mortimer. Hamish Hamilton £12.95. 0241 120217.

Roosevelt's Children. Channel 4, 4 Saturdays from 23 May, 7.30-8.30pm.

Edward Mortimer's ambitious book and television series are, on one level, a portrait of a generation - his own generation, born during or just after the Second World War, who are now reaching supreme positions of power all over the globe. They disagree about many issues, yet they all have one thing in common: they have grown up accepting the basic structures of the post-war world as a fact of life.

The first section of the book recounts a few anecdotes about Mortimer's own early political development and shows how the things we take for granted - the United Nations and the IMF, NATO and the division of Europe - were really achieved by a series of compromises and improvisations in the hectic late 1940s. Mortimer's contemporaries include many who are deeply unsympathetic to the public sector; when they look back on "the stable and hopeful world of their adolescence," he suggests, they often forget how much it was "the product of deliberate state intervention and international co-operation".

This leads into a section on the major events which put a strain on the system in the 1960s and 1970s: the intervention and then retreat in Vietnam ("Democracies are not willing to tolerate their children being killed slowly - it's not just the age of television, it's the nature of democracy"), a Congressional memorandum on the rise of Japan, the oil price explosion, and so on. Finally, the book considers where we are now, with a slump in the world economy and fresh difficulties in both East-West and North-South relations making optimism impossible for everyone except the most blinkered Reaganites.

The book is largely made up of quotations from commentators and prominent politicians, but the series goes even further by using only a mass of interviews and archive film (including a hilarious American 1950 civil defence film, tuotally advising citizens to "Duck and Cover" when they see the A bomb approaching).

We are made well aware of the complexity of the issues involved and the variety of different viewpoints but are offered no cut-and-dried answers. The technique also calls repeated attention to the emotional factors in politics and sometimes makes it all seem like a long tale of disillusionment: American disappointment with the UN they had largely founded; Carter's surprise at the lack of Soviet Americanisation to the era of *détente*; American irritation with European "paternalism" and lack of co-operation outside the strict limits of NATO; and, of course, American failure to live up to the more excessive European (and Third World) expectations.

This is a feeling Mr Mortimer seems to share: he sniffs points out minor American factual errors in the book and balances the mature wisdom and impeccable English of most of his German, Russian and French contributors with some spectacularly silly American comments ("We bring you tourists, they [the Soviets] bring you radiation") as well as some very impressive, any analyses are not intrusive and if the project is, in a sense, absurdly over-ambitious, that is rather an attractive fault.

Matthew Reisz

The drama man

How - and why - does a high-ranking DES official forsake his cosy niche for the uncertain world of showbiz? David Self reports



Bert Parnaby in "First Among Equals"

The head of Weatherfield's refuse disposal department lurches onto the small screen. He proceeds to harangue Curly (for Weatherfield is of course the town in which *Coronation Street* is situated). The boss of the binmen looks familiar. Could it be that until recently he was one of Her Majesty's Senior Inspectors? He is back on the small screen a few nights later, pishing and tuihing his way through the Stuart soap, *By the Sword Divided*. Not long afterwards, he's a minor northern criminal seeking sanctuary on Jersey but falling prey to Detective-Sergeant Bergerac. In Jeffrey Archer's *First Among Equals*, he stands on the doorstep of No 10 as the Harold Wilson character. More recently, the man who (when he first became an HMI) took the official secrets act, got to visit Berlin - to play a spy.

Some years ago, in a unique career move, Bert Parnaby gave up a comfortable salary in the DES for literally nothing - except the hope that he might make a living as a professional actor. The eccentricity of the move was perhaps lessened by the fact that he was senior HMI "with national responsibility for drama," and the only HMI who has gone moonlighting as director of Cambridge University's Footlights revue. It was maybe even predictable to those who have known Bert over the years ("They all call me Bert") and who have witnessed his acting skills on stage and in the classroom. One of his former pupils has very clear memories of being terrified rigid by his reading of the part of, would you believe, the Duke in *The Merchant of Venice*.

A Northern lad, Bert is proud of his roots. His father was a gas fitter ("and never out of work") and young Bert, in best Richard Hogart fashion won his way to the local grammar school in Redcar - and on to Balliol. Until he went to Oxford, he had never been inside a theatre but he was soon playing in OUDS.

After university, he was set on joining the BBC but was told politely to "come back when you're older." In 1949 he started teaching at Marlborough Grammar School and then (later, Lord James), "BP" admits to being "immediately taken with the job" but also to having been "a characterful but also to having been a characterful backed board duster but also to a charismatic teaching style. In turn, he savours the memory of teaching an elite Form 1a (in a seven-form-entry direct grant where 200 boys were selected annually from 2,000 candi-

dates in the entry exam). Finding *Tempest* was the only available set of texts in the book room he gave them out to be greeted by over half the 11-year-olds saying, "Sir, I've read it." Besides being the dashing young potentate of classroom 27, he brought life, invention and high standards to the drama society and was a chummy performer in the Common Room intimate revue: "Pedagogues in evening gowns. Sowing priceless pearls before your little hogs..." Then, in 1956, he achieved that earlier ambition and became a BBC general programmes producer in Leeds. Two years later he caused a small newspaper headline, "BBC Producer Returns to Teaching".

This again surprising move was, he thinks, due to the discovery that radio was rapidly being overshadowed by the growing television service, and that script-based radio programmes were being replaced more and more by talk and scene. Not then attracted to television, he went back to MGS for "another seven happy years", combining teaching with freelance broadcasting. Then came yet another surprise move to the DES and the Inspectorate. "No man ought to teach for more than 15 years, even if he's good at it. And he should do it preferably between 30 (when he's older and wiser and less of a bully) and 45. Then he should do something else." With no wish to aim for a headship and intrigued by the overview of education offered by the job of inspector, the star of Room 27 became a government nitier.

So it happened that, as educational drama became a new growth area, the "Drama HMI" was very much a man of the theatre - and wary of the new creed. "I never changed my spots. I never gave it my full blessing." He had particular notions. "I was against all darkened drama studios. I'd go around trying to trip architects or planners or even decorators' ankles. 'Provide a daylight factor,' I'd say. Oh yes, let us have a special place for drama but not for a forbidding space. Think of the timid 11-year-old taken into that black torture chamber and asked to expose his soul. It's not on."

That said, he was very much aware of the potential value of the whole spectrum of drama teaching from educational drama through to theatre arts. He did an immeasurable amount to develop and support theatre-in-education and ran innumerable short courses. Always conscious of the drama teacher's need for status in a critical or even hostile environment, he gave much support to many lonely, insecure, good teachers.

Interestingly, he is not too critical of the bureaucracy of the Inspectorate. He begrudged the time spent away from home, still seems slightly resentful that so many teachers revert to traditional teaching methods during inspection ("What hurt me most was how much an authority figure you were") and stresses that he never went into a school with a checklist in his

hand. Now, though, he feels there is more pressure on HMIs to look at, say, 20 particular points when considering an institution. Not, he hastens to add, for any sinister reason - "just" that those 20 points suit the computer.

Then, in 1980, came the move to acting. His mortgage was paid, his wife supportive "but it was still a gamble". A first job in a Henry Living comedy at Theatre Royal, Stratford East brought him to the attention of a leading agent. He was invited onto her

banks. "Why me?" "You'll be a marvellous cheap heavy. But not for long, dear."

This is because there are many, good, middle-range parts for actors in Bert's age. As he says, "There's always parts for old geezers." He goes on to explain the facts of life of the acting profession. "When you're 56, you've either become very successful and only take leading roles at vast fees or you've dropped out." Stratford East was followed by the chance to play Falstaff at the Belgrade, Coventry. His notices led to an invitation to audition for the RSC at Stratford. Then, for 60 weeks, he played "wise lords and first gentlemen" at eight performances a week as well as understudying a clutch of demanding parts. Next he played three parts in the first play in the new Pit theatre. "I was the first man to get a laugh in the Barbican," is his proud claim. And from that came the string of television offers - including his splendid portrayal of Cromwell in the *Timevatch* series. His agent was right. He was not cheap for long.

In a DES pamphlet he once wrote of the common ground between actor and teacher. "Not only do both actor and teacher communicate... something from themselves to their class or audience, they also elicit and receive response and stimulus from them, a process which can become reciprocally and cumulatively rewarding." Though I doubt the communication was reciprocal, actor-teacher Bert Parnaby could (and still can) initiate such moments. One sunny afternoon some 30 years ago in Room 27, he brought marvellously to life that "snapper-up of unconsidered trifles", Autolycus in *The Winter's Tale*. As a nervous young sixth former, struggled to get Florizel's lines off the page, suddenly knew that Shakespeare and theatre and verse were fun. Despite or because of such moments, it is particularly disturbing to see your old English teacher in charge of the bins in Coronation Street.

FESTIVALS

FISHGUARD MUSIC FESTIVAL

18-25 July, 1987

Conductors

Bill Ashton: Christopher Burtan; John Davies; Roger Narrington; Libor Pesek.

BBC Welsh Sym. Orch. Chorus; National Youth Jazz Orch.; Royal Liverpool Phil. Orch.; Medici String Quartet (with John Bingham, Michael Britton, Derek Jacoby); Ring Arts Brass Ensemble; Dyfed Choir; Plasgwyn Phil. Choir; Jack Brymer; Melwyn Davis; Eldwina Harby; Eirian James; Martin Jones & Richard McMahon; David Gwynn Smith; Rima Sushanskaya; Caryl Thomas; Jane Watts.

Visual: Zeffirelli's "Otello"; Promethean artists; artists-at-work etc.

Details: Festival Office, Fishguard, Pembrokeshire SA65 9BJ. Tel: 0348 873612 (anytime).

(1987)

Royal celebrations

As Oedipus King of Thebes steps on to the stage of Manchester's Royal Exchange, he - in the person of David Threlfall - begins one of theatre's most celebrated tragic stories. And the rare coupling of both the Oedipus plays of Sophocles, the Exchange's 10th production, is itself a demonstration of continued faith in the policy that brought this space-age see-through molecule of a theatre into being in 1976.

Joint artistic director Caspar Wrede dates the company's policy at least as far back as 1959 and the 59 Theatre Company's season at the Lyric, Hammaroth which brought Buchner's *Danton's Death* and Ibsen's *Brand* to pre-National and RSC London.

The commitment to what Wrede describes as "big" plays with "heart" and passion has brought Manchester (among, it must be said, some lesser Exchange fare) Shakespeare, Shaw (*Heartbreak House*, the natural choice), Ibsen, Strindberg, Holmansthal and two outstanding Chekhov productions in Michael Elliott's *Sisters*. On *Vanya* and Wrede's *Three Sisters*, the modern ground, the theatre's footing has been less secure. There have been a few premieres during the last decade, but the only one likely to survive is *The Dresser*, Ronald Harwood's affectionate look at the backstage world of the old actor-manager.

Certainly, the hardedged political

drama of the Sixties and Seventies found no sympathy in St Anne's Square. Wrede denies any suggestion of avoiding political issues, but says that many new plays of the period were mouthpieces for political attitudes. Significantly, Brecht is the most important playwright never to have been adapted. However, the situation for new work improved greatly last year with the first Mobil Playwrighting Competition which produced a winner in all senses when Robin Gierdingin's *Alumbar Jumbo* (revived this month at the Lyric, Hammaroth). When so much new work in the regions is confined to studio spaces, it is heartening to find the Exchange playing a generous hand of other Mobil entries in its seasons. Neither *Wardings* (Booked) is the result of two years' rewriting to produce an actable version.

Tentatively, he compares the plays with *Hamlet* and *King Lear* in turn, Oedipus himself with Everyman. After their tragic trilogies the Greeks used to relax with a comic satyr play. In an appropriate, if unconscious, analogy the Exchange will start its second producing century with *The Bluebird of Unhappiness*, a Woody Allen revue.

Timothy Ramsden

Oedipus runs until June 20, nightly at 7pm, except Sundays. Box office 8661, 833 9833.

The Dockyard Theatre Company with the support of the Chatham Historic Dockyard Trust re-enact history with a summer season of plays

The Great Mutiny and **A Roper's Tale** by Clive Duncan

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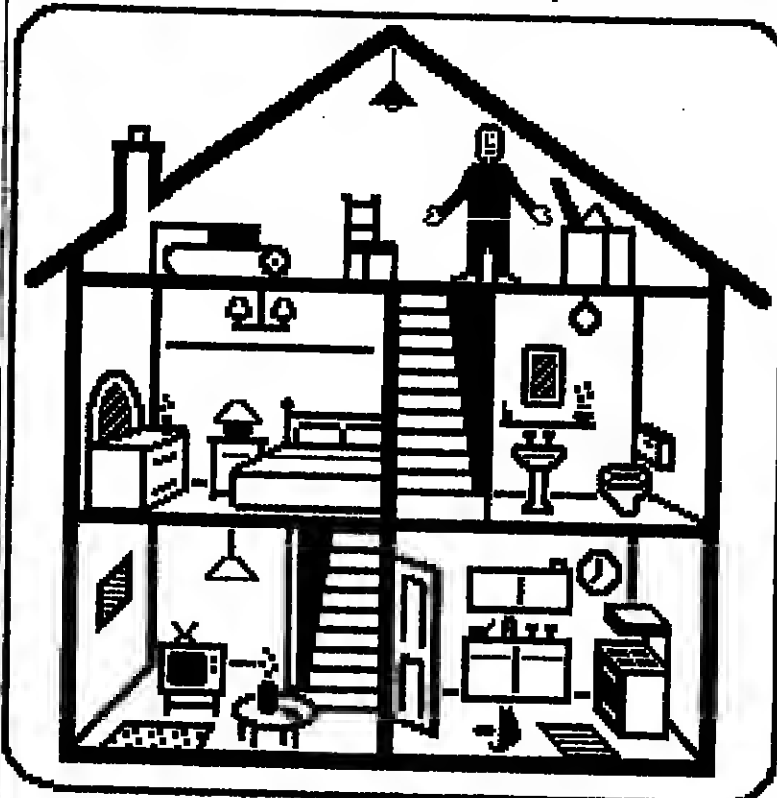
For further information, contact:
Diane Gardner
Chatham Historic Dockyard
Tel: (0634) 812952

CHATHAM HISTORIC DOCKYARD

RESOURCES

Put Jim in the attic

Mary Hope looks at packs to help integrate children with special needs



of TIPS and BATPACK lies SNAP, the Special Needs Action Programme developed by Mel Ainscow and J Muncey from Coventry. Rather than a complete package, SNAP is a set of self-contained modules designed to form the basis of a school-based strategy for in-service training. Each module includes a tape-slide sequence and a workshop leader's guide. It is possible to buy, say, just the module on "Helping Hearing Impaired Children". This can reduce, or disguise, the capital investment.

Turning from resources to help teachers cope to those which help them teach, NARE, the National Association of Remedial Education, has a 1987 collection of reading and maths materials which is always practical. For those keen on technology, the software keeps appearing. One new program which could go a long way is Moving Jr. This is currently being distributed by the Microelectronics Education Support Unit (MESU) through the Blue Filo system which allows a contact person in the special needs field in each i.e.a. to distribute it freely for educational purposes.

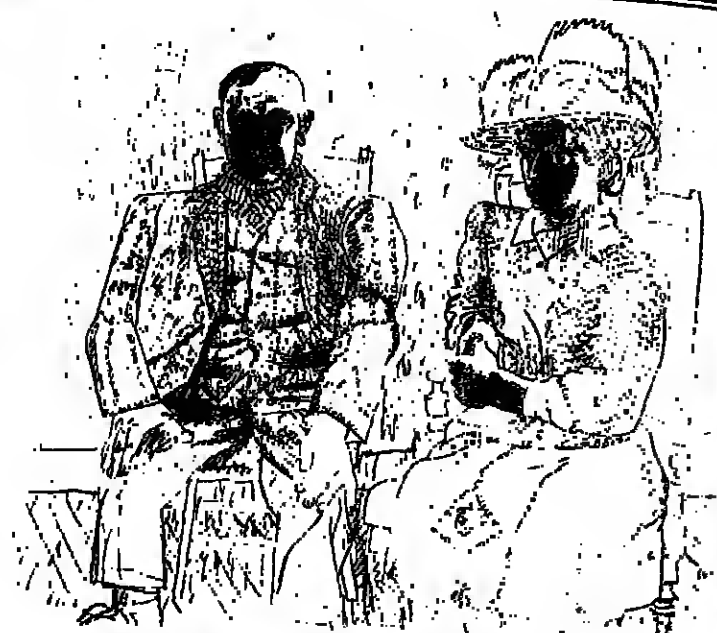
In many ways the program is extremely simple. You are given a cross-section of a house and when you type in sentences such as "Put Jim in the attic" or "Remove the plant from the right of the lounge", or "Make it snow", it does it.

These instructions can either be typed in or words entered using a Concept Keyboard. Teachers will invent ingenious and subtle ways of using a program like this. The obvious ones are to encourage reading, story telling and sentence construction. There must also be a benefit in giving the child the opportunity to control the computer. Could this be of use with children with emotional and behavioural disorders? Will it help hearing impaired children organize sentences? Will it entice reluctant readers? We shall see.

BATPACK is ecological in approach and may only be taught by registered tutors. Batpack is a philosophy and a set of materials which include a manual, video and transparencies. It is intended to be taught on site to the whole staff of a school. The content is clearly specified as six sessions of one hour and it is suggested that these are organized after school rather than at lunch time.

One of the joys of Batpack is that it offers new jargon to try out on colleagues. What about TOOT and HOC? TOOT is "talking out of turn" and HOC is "hindering other children". In their research the developers of Batpack found that when asked about the most troublesome behaviours 46 per cent cited TOOT, followed by 25 per cent naming HOC. None of the other categories reached over 10 per cent.

Somewhere between the two styles



"Pearly King and Queen" by Carl Richards, 1939

London's lives

Londoners - The Way We Were Museum of London until 10 August Admission free

"Maybe it's because I'm a Londoner... I kept humming to myself, touring the new display of art and memorabilia at the Museum of London. Though the great set pieces of the show, Hogarth's 'The March to Finchley', Henry Moore's 'Woman in a Shelter' or Fritz's 'The Railway Station' are impressive and absorbing by any standard, many of the other vignettes on show gain their charm from our knowledge of how it is nowadays.

The exhibition is divided up into 13 different sections, of which the first two on 'The Crowd' and 'Society' contain most of the set pieces. Londoners on the frozen Thames, a Lord Mayor's Day procession ceremony, William May Egle's famous crowd interior of an omnibus, Vauxhall Gardens at full 18th-century tilt and a State visit to the court of Charles II sparkle and swell before our eyes. When we moved further in to gaze at servants, merchants, and craftsmen, Rowlands on at the Bank of England, Zoffany with a market porter and two curious boys, Belcher with a charlady, and immensely detailed genre paintings of a carpenter's, baker's, optician's and china painter's workshops, we could taste the flavour of the

Victoria Neumark

More than brown rice

Healthy Eating A community education pack from the Open University in association with the Health Education Council and the Scottish Health Education Council £13.00

Learning Materials Service Office, The Open University, P O Box 188, Milton Keynes MK7 6DH.

It is encouraging to see that the Open University has taken a more detailed and thorough examination of our nation's eating patterns than a few of our politicians have. In producing this Healthy Eating study pack, the OU has addressed many aspects of food and diet, not only from a nutritional standpoint, but also by looking at government policies on food and agriculture, consumer participation, cross cultural diets, meal patterns, overeating, mass catering, vegetarianism and the media's involvement with the food business.

This attractively designed pack contains two books, *Guidelines for Healthy Eating* and *Patterns of Eating*, which provide basic facts and activities. They focus not only on the nutritional advice, but on the wider issues to do with food. In addition, there are two C60 cassettes with accompanying notes. The tapes examine people's responses to working out their coronary heart disease risk factor scores, how much choice they have when it comes to making dietary changes, and people's attitudes to food in general. Extra resource materials

include appropriate information leaflets and study notes.

The *Healthy Eating* pack works from the premise that the average British diet is unhealthy and that we should be moving towards less fat, salt, sugar and more fibre in our daily meals. Rather than blaming the individual for his or her unhealthy habits, it sets out to provide him or her with the opportunity to know how nutritional advice applies to them, what changes they should be making and in what ways. It recognizes that consumers have more than just their own appetite to satisfy and explores the politics behind the food business both nationally and locally. It also looks into the personal decision making processes one has to go through in order to alter one's diet.

As with most Open University materials, this pack was designed primarily for local community groups. However, the materials have been produced and presented in such a way that they could easily be adapted for use in secondary schools by social science and home economics departments. This pack goes a long way to demonstrate that healthy eating is more than brown rice. If used appropriately in schools it may encourage the younger generation to view this crucial aspect of our lifestyle in a more serious light. A very worthwhile study pack.

Frankie Lynch

Next week

Jessica Saraga looks at equipment and materials for GCSE

The art of craft

Better By Design - Teaching Craft, Design and Technology Department of Education and Science VHS and Betamax, £35 inc VAT, Sony U-matic £40 inc VAT; all available on free loan CPL Vision, Gerrards Cross, Bucks SL9 8TN.

Last month the Education Secretary Kenneth Baker launched a new unit called TASC (Teaching as a Career) which is actively promoting the recruitment of new teachers, particularly in shortage areas. The DES has commissioned a series of videos as a resource for TASC. *Better By Design - Teaching Craft, Design and Technology* is the first and will be followed by videos on science, mathematics and business studies.

Better By Design will be issued free to universities, polytechnics and higher education colleges for use in their careers libraries, and school career officers and teachers may obtain free loan copies from CPL.

The video clearly illustrates the stimulating, creative and productive nature of CDT teaching and emphasizes that it is far removed from its historical roots in woodwork, metalwork and handicraft. The producers establish that well-taught CDT requires teachers to perform many and varied roles.

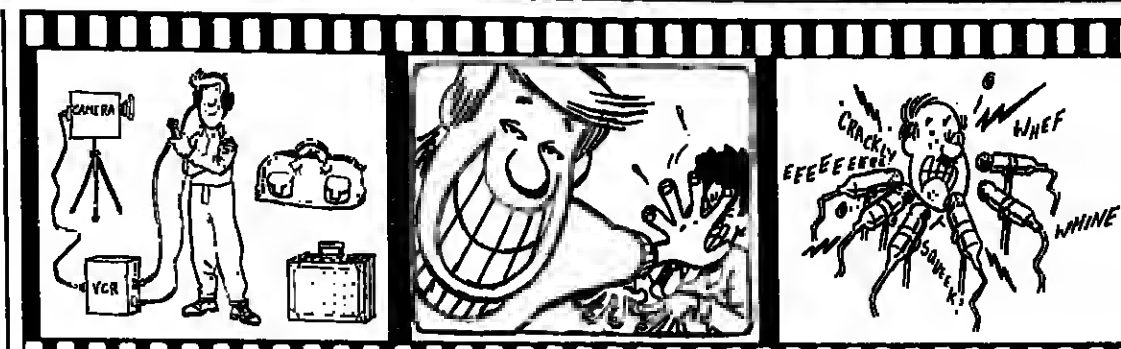
It is up to the teachers to develop links in many directions, industrial, social and perhaps ecological, if they are to attend to the diverse needs and interests of pupils who will be 21st century citizens. The video shows a pupil from Sedgemoor School in South London discussing their work with visitors for local industry. Although the producers recognize that CDT is not vocational at school level they are keen to demonstrate the advantages of collaboration with industrial specialists.

The CDT teacher shortage is compounded by the scarcity of women teaching the subject, although in recent years many have entered this traditionally male-dominated area. The video presents two interviews with women who are inspiring professional role models.

CDT teaching is portrayed as a demanding, exciting and rewarding career which requires commitment from teachers to stretch pupils to reach high standards in manipulative skills, intellectual rigour and creative flair.

Better By Design shows CDT as a vital, relevant and dynamic subject which develops values, attitudes and skills in pupils which are not to be found elsewhere in the school curriculum. Not only is the programme an excellent promotion of CDT teaching as a career, it also serves as an inspiring glimpse of CDT in its pure form for the uninitiated.

Len Cunningham



A-videoing we go

Barry Fox on a useful DIY guide for home film-makers

Video Active - The BBC Guide to Home Video Making VHS 90 minutes, price £9.99 BBC Video, Woodlands, 80 Wood Lane, London W12 0TT.

This 90 minute videocassette spins off from the BBC1 TV series and ties in with a competition run by BBC/TV and Radio Times to find the best amateur video and film makers of the year. Available prizes total £9,000 and details are available from Showwell, BBC Television, Villiers House, The Broadway, London W5 2PA (please send sae).

The BBC describes *Video Active* as "a complete practical guide to making home videos, covering everything from selecting equipment to advanced post-production techniques" - and that is exactly what it is. Especially when compared with the awkward and tedious Channel 4 series, *Make Your Own Video*, the BBC's *Video Active* is excellent and a bargain at £9.99.

Whether presenter Sue Robbie

actually knows anything about video is irrelevant. She does a good job of demonstrating equipment and introducing people who have made their own amateur videos. Sensibly, the production team has adopted the format of showing clumsily-made amateur videos, explaining what is wrong with them, offering advice on how to improve them and then showing the final, polished version.

For example, autofocus cameras produce infuriating results when pointed at a distant scene with movement in the foreground. The focus keeps pulling in and out. The answer is to switch off the autofocus circuit. A hand-held camera wobbles. The answer is to use a firm tripod. A sequence shot from one viewpoint, with only pans and zooms to alter the content, is tedious to watch. But a structured sequence shot from several angles can compress time and look snappy on screen. When the microphone built into a video camera is used on a windy day for a long shot, all you hear is background noise. The answer is to use a separate hand-held

Mike plugged into the camera. Domestic lighting may be bright enough to produce recognizable pictures on the screen, but they will look flat and dull. The difference when a scene is lit with a few extra lamps, strategically placed to illuminate the background and fill the shadows, need only be seen once to be appreciated. When teaching people how to make films or videos, pictures really do speak louder than words.

The tape includes good sequences on special effects, animation, editing, sound mixing and the transfer of slide and movie film to video. Even after one viewing it is hard to imagine an amateur failing to improve the quality of their own shooting.

There is a BBC book of the same name, price £4.95, which ties in with the video.

Incidentally, with the BBC's *Video Active* finally confirming the birth of a new verb, I video, you video, we video. It's good to video. Let's go videoing.



Sniffing at danger

Solvent Abuse - The Adolescent Epidemic? Price £10, 15 minutes Ro-Solv, St Mary's Chambers, 19 Stalioo Road, Stone, Staffs ST15 8JP.

Experimenting with the inhalation of volatile substances is not new. In the 19th century, inhaling nitrous oxide (often called "laughing gas") became fashionable. Although it was seen as a gentle way of becoming intoxicated - parties were held where it was the main attraction - there were also fears and anxieties about some of its other effects.

Today's solvent abuse could hardly be called a "gentle" pastime. Most adults are disgusted at the idea, reinforced by the media's picture of the stereotypical "sniffer" - skinhead hair-cut, scowls round the mouth, plastic bag at the ready. To the young, however, sniffing solvents has its attractions.

Apart from feeling "high", there's the excitement of doing something dangerous which isn't approved of, but which isn't actually illegal. It's also cheap and relatively easy to obtain.

Re-Solv is the Society for the Prevention of Solvent and Volatile Sub-

stance Abuse. Its new video will be welcomed by teachers and others who deal with young people, for it sets out to help professionals understand the problem and to give clear information about it.

The video starts by exploring the various types of solvents used today. Two young people talk about what sniffing feels like and what it's like to come off. (Inhaling solvents drunk on a similar effect to getting drunk on alcohol, although solvents act more quickly and in a very short time users get confused and have hallucinations, causing them to do silly things and have accidents.)

A police constable then talks about the practice itself. As a bent patrolman on a large housing estate, he has wide experience of young abusers. He goes through the various ways in which sniffing is done, from typing correction fluid on the lapels through to spirit-based felt pens stuck directly up the nose. He stresses that aerosols are more dangerous, since they can cause spasms of the larynx with choking and possible death.

Dr Joyce Watson was first faced with solvent abuse as a school medical

officer in Scotland in the early 1970s and has since become an expert in the field. She explains why kids sniff - a mixture of adolescent curiosity and peer group pressure. Any child from any home may want to try it. She stresses that the vast majority of children who try it satisfy their curiosity and then stop. It is the relatively small number of sniffers (about 10 per cent of those who try) who go on to become "chronic". Official figures say that in 1985, there were 120 deaths among all age groups directly caused by solvent abuse. Compared to deaths from other drugs, this is a small number.

Why then should we as teachers be interested in solvents? The policeman in the video concludes that we do our pupils a disservice by ignoring it or pretending it is just a phase. If, as he says, it affects the quality of children's lives, then we owe it to ourselves and the children to be in possession of the facts and be prepared to pass them on. Dr Watson's book of the same title (published by Croom Helm, 1986 £8.95) is probably the best and most up to date one on the subject.

Liz Swinden

Native tongue

English in Sight By Patricia Muggleston, Hilary Rees-Parnell, Jane Revell Video, VHS or Beta £74.75 incl. Students' book 0 08 031524 0, £1.50, Teachers' book 0 08 031525 9, £5.50 Prentice-Hall, 66 Wood Lane End, Hemel Hempstead, Herts HP2 4RG.

English in Sight is a video course for foreign adults in their first year of learning English. Level 1 provides approximately 10 hours of work to complement any elementary English course. (Level 2 will be available later in the year).

The 25-minute video covers five days in the life of Jane Anderson, a Canadian doctor visiting London. In the course of her visit, she asks the way of strangers, stays in a hotel, goes shopping, encounters a range of people (including children) professionally, socially and at a friendly and personal level, and generally uses the sort of everyday language that visiting foreigners want to learn.

The language exercises are contained in the fairly slim, 48-page students' book, but the key to the course is the excellent teachers' book. This gives the exercise answers, a summary of the story, the tape transcript (sound and vision), additional background information on the UK, a summary of the language content (divided according to function and structure, but also according to whether it is to be learnt productively or recognized receptively), and an overview of each episode with suggestions for scheduling the different exercises (with timings) to fit a variety of timetables, as well as very detailed and imaginative suggestions for teaching the material.

The introduction is essential reading for anyone using video for language teaching, giving, as it does, a very handy technical checklist relating to the use of the equipment. But more importantly, it explains the techniques for exploiting video as exemplified in the course - viewing and prediction, active and interactive viewing, types of comprehension, using vision only, encouraging personal involvement, follow-up tasks concentrating on oral and on integrated skills and overview techniques).

A great deal of thought has gone into the project and the result is a very teachable package, as you would expect from such a prestigious team of authors. The video extracts are of usable length, the language content and progression are well designed and the exploitation exercises are varied and interesting, taking good account of the advantage video has of presenting language in a clear situation so that comprehension is aided by visual and contextual clues as in real life.

Where the package falls down slightly is in the video itself. The film quality is professional and on the whole the acting and use of language are fairly natural (some of the encounters are with "real" people using a variety of accents), but essentially the storyline is thin. Since one of the advantages of using video is for motivation (and the authors say that they're aiming for "a balance between exploitation and enjoyment"), this is disappointing. However, at this language level it is perhaps inevitable, and there is also some enjoyment to be had in simply understanding native speakers speaking English.

Overall, from a teaching point of view, the package can definitely be recommended. Whether it is cost-effective is another matter.

Susan Norman

"I CAN'T UNDERSTAND A WORD OF ENGLISH BUT I LEARN ENGLISH NOW COCKNEY"



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Open up

The Open College takes to the air in September.
Diane Hofkins reports

What if Kathy Perks, the new bride of *The Archers* publication, Sid, decided to take an Open College course in public management, join her husband's business, and give up teaching home economics? Would hundreds of faithful listeners start thinking about what distance learning could do for them? Suppose a notice at the end of a TV darts match told viewers about the Open College. Would armchair players at home, who had been skillfully carrying out the complex scorekeeping, think about taking a maths course to enhance their careers?

Neither of these broadcasting concepts is exactly on the cards yet, but they are among the ideas for promoting and enhancing Open College offerings which are still circulating in the active minds of Sheila Innes, chief executive of the college, and other broadcasters.

The BBC and the independent TV and radio stations are keen to be involved in the new venture, which begins in September this year, and they are currently exploring possibilities with the Open College. However, the consistent notion of broadcasting out will be an hour a day, Mondays to Fridays from 10 to 11pm on Channel 4. This, Miss Innes points out, is quite a lot of broadcasting time in itself, but with an expensive to produce. Nevertheless, the role of broadcasting within the Open College will probably be less than was imagined last July, when the College of the Air, as it was then called, was announced.

The Monday programme will be

aimed at students. Fridays will be for tutors and trainers (an unusual concept), and more specific curriculum-based material will be aired on Tuesdays.

The Open College and Channel 4 will this week be looking at proposals from television producers for the Monday and Friday slots. The student programme is intended to help learners to "feel part of the community," says Naomi Sargent, senior commissioning editor for Channel 4. It is a challenge for any open learning scheme to ensure that participants - both students and teachers - feel involved. Ms Sargent presented the C4 programme *Open Forum* herself when she was Pro Vice-Chancellor of the Open University. "If I went into a room at a study centre, they all knew me. They all knew the back of my hand," she says.

Both programmes will be live, to provide immediate feedback. The learner programme will show what the Open College is all about, and highlight its different processes (for instance, how to enrol);

preview learning materials and new programmes; give reports from regions, student centres and industry; and offer information about study skills and learning techniques. A noticeboard of events and a suggestions box will also feature.

The Friday slot will help train tutors in open and distance learning techniques, preview materials, keep scattered groups of tutors in touch; and provide for tutors to comment on materials and support arrangements, so that these can be improved. In its first year, the college expects to transmit three series of 10 programmes.

Plans for the Tuesday to Thursday broadcasts are less well advanced. "There is no strict view about Tuesday to Thursday except that it will be more curriculum-based," says Naomi Sargent. Sheila Innes adds that, unlike the OU, no Open College course will be strictly linked to a broadcast. These slots, she suggests, would be useful for such things as providing case study material, "surrogate visits" (as on a "German for business" course), or for a close-up look at manufacturing pro-

cesses in cases where health and safety regulations would forbid visitors. And beyond the Channel 4 slot? "It is not possible to quantify," she says. "But we shall expect there to be both programmes about the Open College and materials made in association with the Open College on all channels, so that the OC in fact should be seen and heard wherever possible".

The short time scale means there is still a great deal to do by September. Creative ideas are flying, but few have yet been brought in to land. Any programmes made by the BBC and ITV or independent producers in association with the Open College will have to take place within the competitive schedule. And not only might educational materials and broadcasts from the BBC and ITV be tied in with Open College courses, but students could be alerted to more general programmes which connect with their studies as well. There are also some creative uses for radio: phone-in tutorials is one idea Miss Innes would like to explore.

She is keen to use all channels to bring people in, and stresses the "motivational" role of broadcasting. Ways to do this could include public service type broadcasts about the Open College, references to it in documentaries, mentions on programmes like *Today* or *Woman's Hour*, or a tag at the end of a general programme on, say, technology, suggesting that people interested in the subject might like to follow it up by visiting the Open College.

OFF AIR

30 YEARS of ITV Schools broadcasting is indeed an excuse for backslapping - not least because they beat the BBC into the classroom with television. But at a dinner to celebrate last week's anniversary, attended by the great and the good of both education and broadcasting, there was much anxiety among executives about the effect of deregulation on schools' broadcasts. Will the approach of free market television, dominated by satellite and subscription television, mean the end of educational output? Will videotape become the more accepted means of distribution, rather than straight broadcasting? And will the dinner for the 35th anniversary be a course or two, and perhaps be held in less luxurious surroundings than the Dorchester Hotel?

The highlight of the ITV Schools 30 years retrospective (Wednesday May 27, 2.30pm) - which features past material ranging from the embarrassingly bad to the brilliant - is the fully working scale model of a single human sperm, magnified to the size of an average office desk, with a long, waving tail in match. It was apparently enough to put guests at the Dorchester dinner off their salmon sorbet.

AFTER A recent feature about racism in schools on BBC Radio 4's *You and Yours*, which included an item about an 11-year-old Asian girl who had been held upside down from a motorway bridge, the only telephone calls received on the subject were sympathetic to the racist. Later, a London head told the *You and Yours* team that a Beefeater at the Tower of London made an offensive remark to an all black group of visiting schoolchildren. The Tower of London later apologized to the school.

So, it seems that a TV programme for children on racism and what to do about it is long overdue. BBC Schools TV is about to start production on just such a programme for 11 to 14-year-olds, to be broadcast in Spring 1988. Producer Peter Evans is inviting comments and suggestions from teachers and youth workers. He's also particularly interested in hearing from young people about specific incidents of racism that have affected them. He can be contacted at BBC, Villiers House, Ealing Broadway, London W5 2PA.



'It's a Frog's Life'

In the first programme this week, to the accompaniment of magical music from the Albion Band, he walked along a canal in the heart of Birmingham and summoned up the "Arcadian dream" of lush summers where the bees hum. Contrasting this with the depressing sight of an agribusiness farm, pointing to the stress of rush hour in Birmingham New Street, he pointed out how people need those images of haying, of waving poppies and feeding birds, back in their lives. Images of a kestrel hunting above a dustbin and a fox dancing along the suburban railway line vividly relocated that Arcadia. But Mr Baines is not just in the business of evocation, and this is what makes his series an absolute winner for schools. His every country elegy is accompanied by practical suggestions.

This week he urged viewers to take their large scale Ordnance Survey maps and chart all the wild-spaces in their area. Then they would know where they might have to fight to save it. He wasted little time lamenting "the tidying up of the countryside" and instead gave tips on how to turn your garden into a "wildlife service station".

Similarly, in next week's programme, on the Meadows of Yesterday, he visits a traditional wildflower meadow in Worcestershire. Such meadows are almost extinct, but Dr Miriam Rothschild is cultivating wildflowers on motorway verges and roundabouts and in Bristol and Birmingham experimental meadows have been created in city parks. Though wetlands are vanishing in the countryside, the RSPB manages an artificial flood plain in the centre of Birmingham, and the rivers Larn and Thames are being cleaned up. And Thames area being cleaned up.

The programme examines, as the third woodland edge is shown to be a widespread habitat in towns, with new trees (native species only, please) being planted all around new housing developments even as broad-leaved forests are chopped down in the country. The series ends with the "Oreen"

Guerrilla groups" who fight to preserve an old railway cutting or a rubbish tip from "inappropriate development". A beautifully illustrated book of the same title is being published by BBC Books, price £10.95. An eight-page illustrated booklet is available to teachers who write in and posters can be got from BBC local radio stations. Hundreds of "urban safaris" will be organized throughout Britain, tracing local "wildlife networks" (contact Liz Haines on 0522 885988). She'll arrange a *Wild Side of Town* competition (information from Rex Kidman at Cox, BBC Wildlife 0272 734012). There is a *Wild Side of Town* exhibition at the Natural History Museum, which includes a diorama of a fox's railway-line highway.

Anglia TV's *Animals in Action* has four new programmes this term. It is a basic nature series where the avuncular presenter links shots of the animals in the wild with sketches, freeze-frames and simple ethnology. There is little bad in the series, and occasional delightful footage, as in its "It's a Frog's Life", but by comparison with *The Wild Side of Town*, it is a straightforward plod through the status quo, with nothing really to challenge our mundane perceptions. Particular Australian animals were disrespectfully held upside down in one programme, so we could peer into their pouches.

A thorough teachers' book and a Zoo Pack produced by Bedford Education Service are available. (Zoo Pack £4.80 from TMRS, Russells House, 14 Dunstable Street, Ampthill, Bedfordshire).

We must go back to the *Wild Side* if we need to know, as an allotment holder in Devon defending his cultivation of wildflowers instead of cabbages recently told us, that "everyone must make some sacrifices now; man is out of touch with nature and rushing headlong to destruction".

Victoria Neumark

EVIDENCE of the growing meeting of minds between BBC School Radio and TV, mentioned in the first "Off Air", can be found in the new BBC Annual Programme for primary and middle schools, 1987/88, which (if your school hasn't received one ring BBC Education Information 01-991 8031, 24 hour service).

This year, School Radio and Television information for teachers of the five to 11s is combined in one brochure, and to help teachers plan ahead, radio and TV programmes are arranged by theme as well as age group and subject matter, in a topic guide.

Among the themes to be tackled next year, in different programmes, but on both media, are dragons and fire, food, family and friends, night and darkness (for five to seven-year-olds), community and neighbourhood, water and sea, wildlife, Australia and food (for seven to 11-year-olds).

Nick Baker



Victoria Neumark

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John Ladbroke, The Advertisement Manager,
The Times Educational Supplement, Priority House,
St. John's Lane, London EC1M 4BX.
Single Column £2.25 per line (min. 3 lines).
Classified Display £12.50 per line (min. 3 lines).
Box number facility £5.00.
All rates are exclusive of V.A.T.
Copy deadline (apart from printing) Monday preceding Friday of publication.
Cancellation deadline 4.30pm Monday preceding Friday of publication.
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Nursery Education

Headships
KIRKLEES METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
HICHTOWN & N SCHOOL
Hightown Road, Liverpool 15, W. Yorks.
W15 8SL
Tel: 1888
Required from September 1987 a teacher SCALE 1 with nursery training and/or experience for this 24 place Nursery unit.
Application forms (i.e.e.) please from the Director of Educational Services (Mr P. J. O'Connell, Huddersfield HQT, 65-67, to whom completed forms should be returned within 14 days of this advertisement.
Kirklees operates an Equal Opportunities Policy full details of which will be supplied to all applicants. (01484) 100026

Other Appointments

KIRKLEES METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
HICHTOWN & N SCHOOL
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NORTHAMPTONSHIRE

PEN GREEN CENTRE
Pen Green Lane, Corby, Northants
TEACHER/SENIORE PRE-SCHOOL OFFICER SCALE 2
Enthusiastic and committed teacher (Scale 2) required from August 4th to 14th 1987. The Centre provides a wide range of services to meet the needs of approximately 70 children and their families (35 at any one session).
The successful candidate is likely to have had nursery training or experience and be willing to work with both children and parents and be keen to take responsibility within the decision making process of the Centre.
The post is graded at Scale 2 and carries an excellent salary and benefits package. Details and application form will be supplied from the County Education Officer (Ref: 01601 Northampton NN1 2HX).

Other Appointments

KIRKLEES METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
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Primary School Education

Headships
BEDFORDSHIRE EDUCATION SERVICE
STALWORTH SCHOOL
UNION SCHOOL
Stalworth, Luton, Bedfordshire
Features: 100 pupils on roll, 100 years old, situated in attractive surroundings, a committed member of the Church of England is preferred.
For teachers moving into the County, Bedfordshire offers an attractive relocation scheme.
Apply for forms and further details to the Clerk to the Governors, 14 Townsend Drive, St. Albans, Herts, AL5 2RG. A.E.E. please. Closing date 2nd June 1987. 110010 137211

Other Appointments

KIRKLEES METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
HICHTOWN & N SCHOOL
Hightown Road, Liverpool 15, W. Yorks.
W15 8SL
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Required from September 1987 a teacher SCALE 1 with nursery training and/or experience for this 24 place Nursery unit.
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Kirklees operates an Equal Opportunities Policy full details of which will be supplied to all applicants. (01484) 100026

HERTFORDSHIRE

ABEY C.E. (V.A.) JUNIOR SCHOOL
Grove Road, St. Albans, Herts.
Group 4
Re-advertisement.
Applications are invited from teachers for the Headship of this prestigious Church of England school with 210 pupils on roll. The post is vacant from 1st January 1988. The school is situated in attractive surroundings. A committed member of the Church of England is preferred.
For teachers moving into the County, Hertfordshire offers an attractive relocation scheme.
Apply for forms and further details to the Clerk to the Governors, 14 Townsend Drive, St. Albans, Herts, AL5 2RG. A.E.E. please. Closing date 2nd June 1987. 110010 137211

Other Appointments

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Kirklees operates an Equal Opportunities Policy full details of which will be supplied to all applicants. (01484) 100026

OXFORDSHIRE

COUNTY COUNCIL
NEW HINKLEY C.E. (C) FIRST SCHOOL
Required for January 1988 a Headteacher for this group 3 First School.
The candidate should have experience in multicultural education and be committed to the development of home-school links and community involvement. The ability to offer further details available from the Chief Education Officer (Ref: K.H.I. Macclesfield House, New Road, Oxford OX1 1NA). An equal opportunity employer. 134795 110070

Other Appointments

KIRKLEES METROPOLITAN COUNCIL
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Kirklees operates an Equal Opportunities Policy full details of which will be supplied to all applicants. (01484) 100026

ST. STEPHEN'S NURSERY SCHOOL

St. Stephen's Road, London E8 1AS
Head Teacher: Mrs W.J. Cundy
Number on Roll: 160 part-time

DEPUTY HEAD

Group 2

Required September 1987 or as soon as possible

A nursery trained teacher with experience of working with non-English speaking children and preferably with music experience.

London Allowances £1215 plus Social Priority Allowances

Application forms/curriculum vitae (see please) available from Director of Education to whom completed forms should be returned by 2.0.87.

Education Offices, 379/383 High Street, Stratford E15 4AR

AN EQUAL OPPORTUNITY AUTHORITY

(10497)



The wild ones

CONTINUING EDUCATION

The Wild Side of Town
BBC Tuesdays 11pm from May 19, repeated June 3, July 10, 14, 17 at 5.35pm

SCHOOLS TELEVISION

Animals in Action
ITV Anglia, Tuesdays 10.45am.

"To one who has been long in city pent," Wordsworth began one of his most famous invocations to the benign forces of Nature. Nowadays most of us spend most of our lives in cities pent, and our thirst for the Other Side, the wild, free contact with the green and growing, is even greater than when the Romantic poets invented our concept of Nature.

However, in 1987 when we flee to

the countryside we are all too likely to find a green desert, reduced by the over-subsidised use of herbicides and pesticides, the wanton grubbing up of thousands-year-old hedgerows, if not to a place where very few butterflies flutter. Yet there is, for a little while at least, hope. Chris Baines, inspiring author of *How to Make Your Own Wildlife Garden* (Elm Tree Books), leads the entranced viewer down canal verges and overgrown rubbish heaps, along railway lines to "unofficial wild-spaces" where foxes and crowspills and tortoiseshell butterflies still frolic. Here it all is, the sap rising and the flowers blooming. And the great thing, says Mr Baines, is that it can not only be enjoyed, it can still be saved and managed and expanded.

Video & Chips

IS BACK!!!

Not so much "What are the Scientists doing?" but "Let me have a Go!" - from Wednesday May 27 at 4.20 for 15 weeks on ITV our team of young presenters will be finding out about all that's new in the world of technology.

There'll be a school-linked projects - to lighten the load of the last weeks of term! - and plenty of chances for feedback, plus reviews and consumer spots from our viewers themselves.

And we're starting as we mean to go on, with a Design-a-Robot and Animated Cartoon competitions in the first two programmes.

If your class likes the idea of monitoring acid rain, collecting bumblebees, learning new music techniques, design and photo fit-collage competitions - or any of the other exciting projects throughout the series, get in touch with VIDEO & CHIPS: And we'll be happy to hear your ideas, too!

Video & Chips (Factsheets and Competitions), PO Box 60, HTV, Bath Road, Bristol BS99 7NS

A stamped (26p) self-addressed envelope would be appreciated.

(10498)

PRIMARY EDUCATION

continued

SHROPSHIRE

WHITCHURCH CE JUNIOR SCHOOL
Station Road, Whitchurch,
Shropshire TF11 1JR
Tel: Whitchurch 8833

Required for September 1987. Permanent, full-time scale 1 teacher for 1st inst. in the first inst. of the school. Please state strengths and interests.

Application forms and details from the head to be returned by 8 June 1987 (S.A.S. Required). 110088 (437781)

SHROPSHIRE

WILLIAM REYNOLDS CO JUNIOR SCHOOL
Westbourne, Woodside,
Shropshire TF7 7GV

Tel: Telford 668707
Required for September 1987. Permanent, full-time scale 1 teacher for 1st inst. in the first inst. of the school.

Commitment to activity based approach, strong commitment to the development of the child, and a willingness to participate in, and learn, is a growing school. Please state strengths and interests.

Application forms and details from the head to be returned by 8 June 1987 (S.A.S. Required). 110088 (437781)

SHROPSHIRE

LEOCONERY CO JUNIOR SCHOOL
Oranger, Telford,
Shropshire TF11 4UJ

Tel: Telford 51505
Required for September 1987. Permanent, full-time scale 1 teacher for 1st inst. in the first inst. of the school.

Application forms and details from the head to be returned by 8 June 1987 (S.A.S. Required). 110088 (437781)

SHROPSHIRE

SPINAL ST ANDREWS CE PRIMARY SCHOOL
Park Lane, Shropshire TF11 3HD

Tel: Telford 408265
Required for September 1987. Full-time scale 1 teacher for lower juniors.

Please state curriculum strengths and interests. Application forms and details from the head to be returned by 8 June 1987 (S.A.S. Required). 110088 (437781)

SHROPSHIRE

QUEENWOOD CO PRIMARY SCHOOL
Yates Way, Kelsay Bank, Telford, Shropshire TF4 0DA

Tel: Telford 618317
Required for September 1987. Permanent, full-time scale 1 teacher for younger juniors.

Essential commitment to needs based learning and thematic approach. Please state curriculum strengths and interests.

Application forms and details from the head to be returned by 8 June 1987 (S.A.S. Required). 110088 (437781)

SHROPSHIRE

WHITCHURCH CE JUNIOR SCHOOL
Sally Road, Whitchurch, Shropshire TF11 1PX

Tel: Whitchurch 8268
Required for September 1987. Permanent, full-time scale 1 teacher. Applications.

Particularly welcome from qualified teachers with enthusiasm and skills. Application forms and details from the head to be returned by 8 June 1987 (S.A.S. Required). 110088 (437781)

SHROPSHIRE

OOSBOWEN CO PRIMARY SCHOOL
Oswestry, Shropshire TF11 5YH

Tel: Oswestry 861346
Required for September 1987. Permanent, full-time scale 1 teacher for 1st inst. in the first inst. of the school.

Application forms and details from the head to be returned by 8 June 1987 (S.A.S. Required). 110088 (437781)

SHROPSHIRE

KATHARINE ELLIOT SPECIAL SCHOOL
Barnes Way, Monkscoe, Shropshire TF11 5BL

Tel: Shrewsbury 86488
Required for September 1987. Permanent, full-time scale 1 teacher for 1st inst. in the first inst. of the school.

Application forms and details from the head to be returned by 8 June 1987 (S.A.S. Required). 110088 (437781)

SHROPSHIRE

BACHURCH CE PRIMARY SCHOOL
Shrewsbury, Shropshire TF11 5AU

Tel: Shrewsbury 808445
Required for September 1987. Permanent, full-time scale 1 teacher for 1st inst. in the first inst. of the school.

Application forms and details from the head to be returned by 8 June 1987 (S.A.S. Required). 110088 (437781)

SHROPSHIRE

EDUCATION COMMITTEE
HOLY TRINITY COE
Addison Road, Oldford OUI

Tel: Oldford 86035
Required for September 1987. Permanent, full-time scale 1 teacher for 1st inst. in the first inst. of the school.

Application forms and details from the head to be returned by 8 June 1987 (S.A.S. Required). 110088 (437781)

SHROPSHIRE

EDUCATION COMMITTEE
HOLY TRINITY COE
Addison Road, Oldford OUI

Tel: Oldford 86035
Required for September 1987. Permanent, full-time scale 1 teacher for 1st inst. in the first inst. of the school.

SHROPSHIRE

EDUCATION COMMITTEE
HOLY TRINITY COE
Addison Road, Oldford OUI

SHROPSHIRE

SUFFOLK

COUNTY COUNCIL
PEN PARK PRIMARY SCHOOL
Lowestoft, Suffolk NR33 9RQ

Required for September 1987. Permanent, full-time scale 1 teacher for 1st inst. in the first inst. of the school.

Application forms and details from the head to be returned by 8 June 1987 (S.A.S. Required). 110088 (437781)

SURREY

EDUCATION COMMITTEE
SURREY COUNTY COUNCIL
First School, Parnham OUS

Required for September 1987. Permanent, full-time scale 1 teacher for 1st inst. in the first inst. of the school.

Application forms and details from the head to be returned by 8 June 1987 (S.A.S. Required). 110088 (437781)

SURREY

EDUCATION COMMITTEE
SURREY COUNTY COUNCIL
Middle School, Parnham OUS

Required for September 1987. Permanent, full-time scale 1 teacher for 1st inst. in the first inst. of the school.

Application forms and details from the head to be returned by 8 June 1987 (S.A.S. Required). 110088 (437781)

SURREY

EDUCATION COMMITTEE
SURREY COUNTY COUNCIL
Upper Hale, Parnham, Surrey

Required for September 1987. Permanent, full-time scale 1 teacher for 1st inst. in the first inst. of the school.

Application forms and details from the head to be returned by 8 June 1987 (S.A.S. Required). 110088 (437781)

SURREY

EDUCATION COMMITTEE
SURREY COUNTY COUNCIL
First School, Parnham OUS

Required for September 1987. Permanent, full-time scale 1 teacher for 1st inst. in the first inst. of the school.

Application forms and details from the head to be returned by 8 June 1987 (S.A.S. Required). 110088 (437781)

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EDUCATION COMMITTEE
SURREY COUNTY COUNCIL
First School, Parnham OUS

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Application forms and details from the head to be returned by 8 June 1987 (S.A.S. Required). 110088 (437781)

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SURREY COUNTY COUNCIL
First School, Parnham OUS

SURREY

Cheshire

WARRINGTON DISTRICT

Scale 1 Posts

All posts required for September 1987.

Cheshire County Primary, Cheshire Drive, Birchwood, Warrington WA3 6QW. Telephone: Warrington 819371.

Enthusiastic committed teacher required to take the Upper Juniors in this expanding open plan school. Applicants should state their curriculum strengths.

Enthusiastic committed teacher required for a reception class in this growing open plan Primary School.

Applicants with a particular interest in early years education would be an advantage.

Please state curriculum strengths and special interests.

Application forms for the above posts are available from the District Education Office, Education Office, Priestley House, Sarkey Street, Warrington WA1 1PH. Telephone: Warrington 812131 extension 4115. (Please enclose a stamped addressed envelope.)

Closing date: 5th June 1987.

St Oliver Plunkett R.C. Primary, Admirals Road, Birchwood, Warrington WA3 6QG. Telephone: Warrington 819383.

Committed enthusiastic Catholic Teacher for Lower Junior in this open plan Primary School.

Please state curriculum strengths and special interests.

Application forms available from the District Education Office and returnable to Reverend Father F. McMorris, St Stephen's Presbytery, 101 Sandy Lane, Orford, Warrington WA2 9HS.

Closing date: 5th June 1987.

St Paul of the Cross R.C. Primary, Clay Lane, Burtonwood, Warrington WA3 4PN. Telephone: Newton-le-Willows 4176.

PART TIME 0.4, PERMANENT

Experienced, required initially to work with 3rd and 4th year Juniors.

Application forms are available from the District Education Office and returnable to Father R. Walker, St Paul of the Cross Presbytery, Mercer Street, Burtonwood, Warrington WA3 4HJ.

Closing date: 5th June 1987.

LONDON BOROUGH OF HAVERING

EDUCATION DEPARTMENT

Primary and Special Schools Newly Qualified Teachers

For September 1987

The London Borough of Havering is seeking to appoint as in former years, first-class NEWLY QUALIFIED teachers to work mainly in its primary, but also in its special schools (moderate and severe learning difficulties), with effect from 1st September 1987.

Applications are invited from well qualified and enthusiastic teachers who are seeking the opportunity to work for lively and caring education authority and to play an active role in the education service it provides.

Havering offers excellent professional support for its teachers at all stages of their careers, including an average of 100 in-service courses each term. In addition, NEWLY QUALIFIED teachers are released from their teaching commitments for one session per week to enable them to receive special in-service training as part of the support provided for them by the Authority in their probationary period.

Havering, one of the largest London Boroughs, is well placed on the edge of the Essex countywide and yet within easy reach of London, and all its facilities, to which there is easy access by public transport, both road and rail.

London Weighting £795 per annum

Application forms are available (see please) from the Director of Educational Services (Ref: Staffing/Mercury Gardens, Romford RM1 3DR.

(10126)



Havering

London

Weighting

£795 per annum

Application forms are available

(see please) from the Director of

Educational Services (Ref: Staffing/Mercury Gardens, Romford RM1 3DR.

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MIDDLE SCHOOL
EDUCATION

Scala 2 Posts and above

HERTFORDSHIRE

RALPH DAVIDSON
COUNTY COUNCIL
Station Road, Hemel Hempstead,
Herts. AL9 9JF.
Tel: 0494 811442
Head: Mr. W.J.C.
Donnelly

Required for September 1987, an enthusiastic, full-time teacher for Science, Scale 1 or 11 for a suitably experienced teacher. Applications by letter to the Headmaster giving details of qualifications, together with the names of two referees.

The County Council operates a generous recruitment incentive scheme. (137526) 124890

ERNULF COMMUNITY SCHOOL, St Neots,
Huntingdon, Cambs.
HUNTINGDON AREA

PRINCIPAL

Group 11
plus community allowance £2,492

Applications are invited from suitably qualified and experienced teachers for the Headship of this mixed 11-18 comprehensive school of 1,100 pupils.

Application forms and further details from the Senior Area Education Office, Gazeley House, Princes Street, Huntingdon, Cambs PE18 6NS. Closing date 8th June 1987.

CAMBRIDGESHIRE

An Equal Opportunity Employer

Cheshire

NORTON PRIORY COUNTY
COMPREHENSIVE SCHOOL
Castlefields Avenue East
Runcorn
WA7 2NT

HEAD TEACHER

The salary is within the range of Group 12 plus the Social Priority Allowance plus the Special Class Allowance.

Application forms and further details available from the District Education Officer, Grosvenor House, Shopping City, Runcorn, Cheshire. Telephone Runcorn 704412 to whom completed application forms should be returned by 5 June 1987.

Other than by Subject
Classification

Scala 2 Posts and above

SHROPSHIRE

SHROPSHIRE COUNTY
MIDDLE SCHOOL
Beaconsfield, Shropshire TF3
1LD
Tel: 0562 811442

Required for September 1987, Permanent, Full-time scale 3 Teacher of general subjects with French or Science specialism. Purpose built Group 5 school.

Application forms and details from the Head to be returned by 1st June 1987. (137526) 124890

Scala 1 Posts

BURY

EDUCATION SERVICE
BURY, Greater Manchester

General class teacher required for September 1987, an enthusiastic, full-time teacher for Science, Scale 1 or 11 for a suitably experienced teacher. Applications by letter to the Headmaster giving details of qualifications, together with the names of two referees.

Application forms and details from the Head to be returned by 1st June 1987. (137526) 124890

HERTFORDSHIRE

ROYAL MIDDLE SCHOOL
Burns Road, Royston, Herts
SG8 5JF
Head: Mr. O. V. Davies

Required for September 1987, an enthusiastic teacher of general subjects to work in a fully equipped 8-11 age group. A knowledge of art and primary practice and team teaching techniques is essential. An interest in reading projects would be especially welcome. Letters of application and c.v. together with the names of two referees should be sent to the Headmaster as soon as possible. Prospective candidates are invited to visit the school beforehand if they wish. (137526) 124890

KIRKLEES

METROPOLITAN
COUNCIL
DIRECTORATE OF
EDUCATIONAL SERVICES

SCISSETT MIDDLE
School
Buckley Lane, Ecclestone,
Huddersfield HD9 5JX

Ref: 1892
Required for June 8th, 1987, a temporary Scale 1 class teacher of Science in this 10-13 middle school.

The post is temporary to cover the maternity leave of the permanent teacher.

Application forms and further details from the Headmaster at the school to whom completed forms should be returned within 14 days of this advertisement.

Kirklees operates an Equal Opportunity Policy. Full details of which will be supplied to applicants. (137526) 124890

Secondary Education

Headships

BERKSHIRE

CHARTERS SCHOOL
Charters Road, Reading, RG1
1JH
NOR: 1135 (includes 110 in
dth form)

Required for January 1988 a Headteacher for this Group 18 Comprehensive School.

Application form and further details from the Director of Education, (RAE) PDCI, Shire Hall, Reading, RG1 1JH. Closing date: 5th June 1987. (137526) 124890

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA

HEADSHIP January
OILINGHAM, THE HOWARD
ORLANDER/SECONDARY
SCHOOL

Required for January 1988 a Headteacher for this Group 18 Comprehensive School.

Application form and further details from the Director of Education, (RAE) PDCI, Shire Hall, Reading, RG1 1JH. Closing date: 5th June 1987. (137526) 124890

Following the appointment of Mrs. Anne Jones as Director of Education, the Kent County Council is seeking an outstanding educationalist and manager to further develop Community Education in this thriving and successful community school. Part of a multi-subject community school offers exciting opportunities for Adult Education and Training, having at present over 1,000 pupils and 1,500 adults on site for education and training each week.

The opportunity will be made from January 1988 or earlier if the successful candidate is available.

Application form and further details obtainable from Director of Education (RAE) PDCI, Shire Hall, Reading, RG1 1JH. Closing Date 5.6.1987. (137526) 124890

Deputy Headships
Second Masters/
Mistresses

HAMPSHIRE

JOHN HUNT OF EVEREST
COMMUNITY SCHOOL
Rushmore, Wokingham, RG4 4AE

Required for January 1988 Deputy Head for Group 10, specific subject specialist with a range of responsibilities within the school, assessment and reporting.

Application forms and details from the Headmaster to be returned by 1st June 1987. (137526) 124890

HAMPSHIRE

OAKLANDS COMMUNITY
School
Purley Road, Southampton

Required for September 1987 Deputy Head for Group 10, person to assist with the development of curriculum innovation.

Application forms and details from the Headmaster to be returned by 1st June 1987. (137526) 124890

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA

DEPUTY HEAD January
OILINGHAM, THE HOWARD
ORLANDER/SECONDARY
SCHOOL

Required for January 1988 Deputy Head for Group 10, specific subject specialist with a range of responsibilities within the school, assessment and reporting.

Application forms and details from the Headmaster to be returned by 1st June 1987. (137526) 124890

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Ramadial and Special
Needs Teaching Posts

Scala 2 Posts and above

BUCKINGHAMSHIRE

BRIDWATER
School
Bridwater, Wiltshire SN1 1JH

Required for September 1987 a Headteacher for this Group 18 Comprehensive School.

Application form and further details from the Director of Education, (RAE) PDCI, Shire Hall, Reading, RG1 1JH. Closing date: 5th June 1987. (137526) 124890

ENFIELD

LONDON BOROUGH OF
AYLWARD SCHOOL
Wilbury Way, London N18 1EX

Required for September 1987, an enthusiastic, full-time teacher for Science, Scale 1 or 11 for a suitably experienced teacher. Applications by letter to the Headmaster giving details of qualifications, together with the names of two referees.

Application forms and details from the Headmaster to be returned by 1st June 1987. (137526) 124890

GLOUCESTERSHIRE

EDUCATION SERVICE
GLOUCESTER, Gloucestershire

Required for September 1987, an enthusiastic, full-time teacher for Science, Scale 1 or 11 for a suitably experienced teacher. Applications by letter to the Headmaster giving details of qualifications, together with the names of two referees.

Application forms and details from the Headmaster to be returned by 1st June 1987. (137526) 124890

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Application form and further details obtainable from Director of Education (RAE) PDCI, Shire Hall, Reading, RG1 1JH. Closing Date 5.6.1987. (137526) 124890

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METROPOLITAN BOROUGH
OF BURY, Greater Manchester

General class teacher required for September 1987, an enthusiastic, full-time teacher for Science, Scale 1 or 11 for a suitably experienced teacher. Applications by letter to the Headmaster giving details of qualifications, together with the names of two referees.

Application forms and details from the Headmaster to be returned by 1st June 1987. (137526) 124890

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KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA

DEPUTY HEAD January
OILINGHAM, THE HOWARD
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ISLE OF WIGHT

MEADON HIGH SCHOOL
2, The Quadrant, Newport, IW
PO30 2QZ

Required for September 1987, an enthusiastic, full-time teacher for Science, Scale 1 or 11 for a suitably experienced teacher. Applications by letter to the Headmaster giving details of qualifications, together with the names of two referees.

Application forms and details from the Headmaster to be returned by 1st June 1987. (137526) 124890

RICHMOND

UPON TEAMS
LONDON BOROUGH OF
RICHMOND UPON
THAMES

Required for September 1987, an enthusiastic, full-time teacher for Science, Scale 1 or 11 for a suitably experienced teacher. Applications by letter to the Headmaster giving details of qualifications, together with the names of two referees.

Application forms and details from the Headmaster to be returned by 1st June 1987. (137526) 124890

SURREY

EDUCATION COMMITTEE
SURREY, Surrey

Required for September 1987, an enthusiastic, full-time teacher for Science, Scale 1 or 11 for a suitably experienced teacher. Applications by letter to the Headmaster giving details of qualifications, together with the names of two referees.

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Application form and further details obtainable from Director of Education (RAE) PDCI, Shire Hall, Reading, RG1 1JH. Closing Date 5.6.1987. (137526) 124890

Leicestershire

Please contact the Headteacher for further details and application forms (S.A.E.).

SECONDARY:

SCALE 4

VALE OF CATMOSE COMMUNITY COLLEGE, Old
Owlton Road, Oakham, Leics. (11-18). NOR 883.

Required for September 1987, an enthusiastic, full-time teacher for Science, Scale 1 or 11 for a suitably experienced teacher. Applications by letter to the Headmaster giving details of qualifications, together with the names of two referees.

Application forms and details from the Headmaster to be returned by 1st June 1987. (137526) 124890

SCALE 3

CASTLE DONINGTON COMMUNITY COLLEGE, Mount
Castle Donington, Derby DE7 2LN. (11-14). NOR 880.

Required for September 1987, an enthusiastic, full-time teacher for Science, Scale 1 or 11 for a suitably experienced teacher. Applications by letter to the Headmaster giving details of qualifications, together with the names of two referees.

Application forms and details from the Headmaster to be returned by 1st June 1987. (137526) 124890

SCALE 1

THE GRAMMAR SCHOOL, Leicester Road, Ayley de la
Zouch LE15 1JH. (11-18). NOR 1285.

Required for September 1987, an enthusiastic, full-time teacher for Science, Scale 1 or 11 for a suitably experienced teacher. Applications by letter to the Headmaster giving details of qualifications, together with

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1. Ability to teach both History
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would be suitable for a professional
teacher who would receive
financial support from the
department. Applicants for
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considered.

Removal expenses on
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Apply in writing to Miss
Teacher with full c.v. and
names of two referees.
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Director of Education
Schools 134345 13322

11 of 11

city and countryside
correspondingly small

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allowances for maternity/
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Other Information _____

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regular programme on INSET is provided for the Language Service staff.

1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.

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Haringey College

Park Road, 8ounds Green,
London N11 2QF

Acting Principal:
Reg Smith BA (Hons) Dip.FE

Applications are invited for the following posts for
appointment from September 1987 or earlier if possible.

Lecturer II in Design Studies

Salary range: £9,810 - £14,871 (incl London Weighting)
The person appointed will co-ordinate the BTEC First Diploma
Course and be responsible for the organisation of a Multi-media
Workshop and other appropriate Workshops/Studios.
Applicants should be able to teach on a range of Design
courses and modules and should have a specialism in 3D. Industrial
experience would be an advantage.

Lecturer I in Building Trades

Salary range: £8,558 - £13,080 (incl London Weighting)
To organise and teach courses in Bricklaying and Painting and
Decorating up to Craft Level I. Applicants should be suitably quali-
fied either by experience or qualification or both. Appropriate
industrial experience would be an advantage.

Lecturer Grade I in Food Preparation/ Food Service

Salary range: £8,050 - £13,080 (incl London Weighting)
To teach theory and practice on an integrated basis on a variety of
City & Guilds Courses, including 704/1, 705/1 and the 700 series
to YTS and full-time students.

Haringey is currently collaborating with two other LEAs, Bed-
fordshire and Sheffield, to develop high quality training pro-
grammes for its YTS trainees. The successful candidate will be
involved in this new and challenging project.
Experience with students with special learning needs would be
an advantage.

It is essential that all post holders are fully committed to the
aims of the College especially with regard to the policies of Multi-
Cultural Education and Equal Opportunities and have had expe-
rience with young people and adults from ethnic minority back-
grounds.

The Education Service is conscious that in general teachers
from black and ethnic minority backgrounds, bilingual teachers
and women teachers are under-represented in Further Education.
Applications from members of these groups would be particularly
welcome.

Application forms available from:
Anne Odofin
Staffing Officer
Haringey College
Park Road
London N11 2QF
Tel No: 888 7123 ext 248
Closing date 5th June 1987

Haringey

Haringey is an equal opportunity employer. We
welcome your application which will be
considered on merit, irrespective of race, marital
status, sex or any disability you may have.

HERTFORDSHIRE COUNTY COUNCIL CASSIO COLLEGE

Langley Road, Watford, Herts WD1 3RH

Lecturer I in Retail Distribution (2 posts)

Required initially for one year from September tet to teach
from the following

- Merchandising
- Practical Selling Skills
- Retail Marketing
- Distribution
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- Warehousing
- Organisation in the Environment
- Computing applied to Retailing
- Buying Supermarket Operations

to students on a range of LEA and MSC funded courses i.e.
FCRM, BTEC National and First Awards in Distribution, RSA
Certificates and Short Courses.

Salary ranging from £8,843 - £11,865 per annum.

Further details and application forms are available from
the Principal's secretary at the above address on receipt
of a stamped addressed envelope.

Please quote reference: TES

Closing date: within 10 days of the appearance of this
advertisement.

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Primary School Teacher

Southern Somalia

Booker Agriculture International provide management, technical and consultancy services to agricultural and agro-industrial projects worldwide.

Currently, for a major sugar project we are managing in Southern Somalia, we are seeking an unmarried primary school teacher to take over the running of the company school. It caters for expatriate and local children between the ages of 5 and 9 years and numbers are small (less than 10). In view of this you may also wish to be involved in TEFL to some of the Somali staff on the project.

A qualified primary school teacher, you'll need a minimum of 3 years' teaching experience, including school administration. Preference will be given to candidates who have previously worked overseas.

A comprehensive benefits package encompasses an attractive salary and includes clothing and disturbance allowances, free accommodation and annual return air passages to the UK. The estate has its own recreational facilities, shop and clinic.

Please send full CV to P.D. Nicholas, Personnel Adviser,

BOOKER AGRICULTURE INTERNATIONAL LTD.
Masters Court, Church Road, Thame, Oxon OX9 3FA.
Tel: Thame (08442) 4600.

OVERSEAS POSTS continued

MADRID

Infant Teachers required for Sept 1987. Write with CV & photo. Apply to: 51074, Madrid. 450000

MALLORCA

Co-educational British Curriculum School, Roll 3401. Qualified teachers required for: 1. English, 2. Science to G.C.S.E. and A level, 3. Maths/Science, 4. Kindergarten. Excellent location and sound facilities. Local salary levels. Most suitable for single applicants or teaching couples. Apply IMMEDIATELY to: Mrs. J. Smith, P.O. Box 10, Palma de Maiorca, 06001. Enclose C.V., letter, and photograph and contact phone number. For further information phone: Palma 40-10-111. 450000

PARIS

THE BRITISH SCHOOL OF PARIS
Required for September 1987 a full-time teacher of English for GCSE and possibly A level in the 11-18 co-educational independent school. The school has a reputation for excellence in all subjects.
Interviews London or Paris. Letters of application with photo, CV and references should be sent to: Mrs. J. Smith, P.O. Box 10, Palma de Maiorca, 06001. Enclose C.V., letter, and photograph and contact phone number. For further information phone: Palma 40-10-111. 450000

SPAIN

Qualified and experienced EFL teachers wanted for Barcelona and Mallorca starting in September. Send full C.V. and photograph to: Mrs. J. Smith, P.O. Box 10, Palma de Maiorca, 06001. Enclose C.V., letter, and photograph and contact phone number. For further information phone: Palma 40-10-111. 450000

SPAIN

Rapidly expanding chain of schools in Catalonia (N.E. Spain) will have several vacancies for EFL teachers, some to start in July, others October. Interviews in Oxford, England, early June. Send CV and photo and letter to: Mrs. J. Smith, P.O. Box 10, Palma de Maiorca, 06001. Enclose C.V., letter, and photograph and contact phone number. For further information phone: Palma 40-10-111. 450000

SPAIN

Experienced proficiency and F.C.E. teacher, also experienced EFL teacher for children and beginners required. Write: Mrs. J. Smith, P.O. Box 10, Palma de Maiorca, 06001. Enclose C.V., letter, and photograph and contact phone number. For further information phone: Palma 40-10-111. 450000

Bangkok Patana School PRINCIPAL

required for September 1987.

This primary day school has 600+ pupils aged 4-13 and provides tuition up to Common Entrance level.

CANDIDATES should be heads or deputy heads of primary schools with a minimum of three years' experience at this level. Experience of teaching in an international environment would be an advantage. They must be prepared to learn Thai and take a qualifying language examination within the initial contract period. Preferred age range 35-45 years.

TERMS OF SERVICE - Initial contract 2 years' renewable up to probable maximum 5 years. Salary at present exchange rate from £19,000 p.a. approx. plus bonus. Annual home leave including fare for Principal and family. Rent allowance, car provided. Children's education allowance. Medical scheme.

For further details and an application form, please apply urgently with CV and the names of two referees to Mr. F.J. Smith, Gabbitts-Thring Recruitment, 8-9 Saville Street, London, W1X 2BR. Tel: 01-734 0181.

Gabbitts-Thring

If your skill is here, you're probably wanted there.

Bangladesh

Three teachers are required to set up English teaching resource centres in Dhaka, Chittagong and Rajshahi funded by the British Council. They will liaise with local teachers of English in schools and colleges and organise workshops and seminars.

Qualifications BA and TEFL certificate/PGCE, or SED. Three years TESOL experience is essential.

Bhutan

Experienced primary teachers are required to work alongside a Shetnessa colleague in primary schools in introducing the New Approach to Primary Education which is being piloted in some schools. The job will also involve running in-service workshops for primary teachers.

Qualifications BA/BSc and PGCE or SED. Two years teaching experience, preferably in EFL/primary maths would be an advantage.

Papua New Guinea

Eight English and six science teachers are required to work in rural provincial high schools. Teachers may have to teach more than one subject and be involved in a wide range of extra-curricular activities.

Qualifications BA/BSc and PGCE, or SED.

Conditions of work

- Pay based on local rates
- Rent-free accommodation.
- National insurance and medical insurance paid.
- Equipment and re-equipment grants provided.
- Language training provided where necessary.
- Return flight paid.
- Posts approved by our local staff.
- Posts are for a minimum of two years.
- Applicants should be without dependants.
- Many employers will grant leave of absence.

Egypt

Seven in-service teacher-trainers are needed to assist inspectors in running formal in-service courses and making more informal advisory visits to teachers in schools. Some time will be spent teaching in a secondary school.

Qualifications BA and PGCE, or SED. Two years teaching experience, preferably in TEFL/modern languages, is required.

St. Lucia

A teacher-trainer is needed by Sir Arthur Lewis Community College to teach mathematics as well as the principles and theory of maths teaching to prospective Primary and Junior secondary school teachers. Similar teacher-trainers may also be needed for Ghana.

Qualifications BA/BSc in Maths and PGCE, or SED. Two years primary teaching experience is required.

Tanzania

Twelve English and two science teachers are needed to work in second year schools where the accent is on education for self-reliance. Teaching will be up to 'O-level' equivalent and possibly 'A-level' equivalent for science.

ENGLISH LANGUAGE TEACHERS TAX-FREE OPPORTUNITIES IN SAUDI ARABIA

British Aerospace can offer immediate opportunities for qualified male English Teachers to join our staff in Saudi Arabia, where they will be engaged in teaching English to students and cadets beginning their training in the Royal Saudi Air Force. These are exceptional opportunities for experienced teachers to earn high tax-free salaries.

The minimum qualifications required are either a degree with Language or Linguistics as a subject or a Teacher Training Certificate (one year post-graduate or 3 years non-graduate) in any subject. If the subject is not a language, then a TEFL qualification is a further requirement. We are also looking for at least 3 years' experience in TEFL.

Successful candidates will work in well-equipped educational facilities as part of our large British expatriate staff in Saudi Arabia. In addition to the high tax-free salary, they will receive free accommodation, medical care, life assurance and other benefits, including travel-paid UK leave.

Please apply in writing, giving brief details of experience, quoting reference 041/TES to: The Personnel Officer, Saudi Arabia Support Dept., FREEPOST, British Aerospace PLC, Military Aircraft Division, Warton Aerodrome, Preston, Lancs PR4 1LA or telephone Preston 634317.

BRITISH AEROSPACE
...up where we belong

OVERSEAS POSTS continued

SPAIN

Infant Teachers required for Sept 1987. Write with CV & photo. Apply to: 51074, Madrid. 450000

SPAIN

Co-educational British Curriculum School, Roll 3401. Qualified teachers required for: 1. English, 2. Science to G.C.S.E. and A level, 3. Maths/Science, 4. Kindergarten. Excellent location and sound facilities. Local salary levels. Most suitable for single applicants or teaching couples. Apply IMMEDIATELY to: Mrs. J. Smith, P.O. Box 10, Palma de Maiorca, 06001. Enclose C.V., letter, and photograph and contact phone number. For further information phone: Palma 40-10-111. 450000

SPAIN

Experienced proficiency and F.C.E. teacher, also experienced EFL teacher for children and beginners required. Write: Mrs. J. Smith, P.O. Box 10, Palma de Maiorca, 06001. Enclose C.V., letter, and photograph and contact phone number. For further information phone: Palma 40-10-111. 450000

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EDUCATION AND RECREATION DEPARTMENT

CHIEF EDUCATION
WELFARE OFFICER (E056)Scale 6 £10,251 - £10,902
Inclusive of London Weighting

If you are looking to further your career in Education Welfare this newly created post may be the opening you have been looking for.

The successful applicant will be experienced, able to contribute to the development of the Education Welfare Service and possess good communication skills.

We are seeking to make an early appointment prior to the commencement of the academic year 1987/88.

A car allowance is allocated to the post and relocation expenses are payable in appropriate cases.

Application forms and further details available from the Director of Education and Recreation, Crown House, London Road, Morden, Surrey SM4 5DX. Tel: 01-545 3288.

Closing date: 11th June, 1987.

(16302)

LONDON BOROUGH OF

merton

Merton is an Equal Opportunities Employer.
All applications will be considered on their merits.

Educational
Psychologists

NORTHAMPTONSHIRE

EDUCATION
DEPARTMENT

PSYCHOLOGIST C.S.

(Maternity cover)

Soulbury HT 4 P13 - HT7

P14, £12,521 - £17,149 pro

rata

Applications are invited

from suitably qualified persons

for the above post which

is available from 28

June 1987, in the North-

ampton Area.

The County Council will

consider applications regard-

less of ethnic origin, sex,

disability or marital status.

500000

Applicants should have an honours degree in psychology for the above post. The successful candidate should have a recognised postgraduate qualification in Educational Psychology.

The post holder will be expected to hold a full driving licence and an allowance will be paid for the use of a private car for official business.

Application forms and further details available from the County Education Officer, 100 Victoria Road, Northampton NN1 6JX. Tel: Northampton 356372. For information, contact Mr D. Lucas, Principal Educational Psychologist, 388147.

Closing date 5 June 1987.

The County Council will consider applications regardless of ethnic origin, sex, disability or marital status.

500000

COUNTY EDUCATION DEPARTMENT

EDUCATIONAL PSYCHOLOGIST
(CHRISTCHURCH)

This post is now available due to the resignation of the present postholder after having a baby. The post will be based at Christchurch and cover part of the Eastern area of Bournemouth.

Salary within Soulbury £10,170-£17,149 per annum according to qualifications and experience.

Candidates should have an honours degree in Psychology (or equivalent), a teaching qualification, at least two years teaching experience and a postgraduate qualification in educational psychology.

A valid full driving licence is essential.

Application forms returnable by 29th May, 1987 and further details from County Education Officer (MD), County Hall, Dorchester, Dorset DT1 1XJ. Tel: Dorchester (0305) 204171. Please quote post CQ417X.

For further information please telephone Mr R E Bown, Principal County Psychologist on Bournemouth (0202) 743900 ext. 1005.

(1013)

DORSET
County CouncilUNIVERSITY OF CAMBRIDGE
LOCAL EXAMINATIONS SYNDICATEFull time appointment of
ASSISTANT SUBJECT OFFICER
(MATHEMATICS)

The successful applicant is likely to be a well-organised, literate and articulate young person with a good Honours degree in Mathematics or a closely related subject and a lively interest in mathematical education. Attention to detail and the ability to meet deadlines are essential requirements of the post. Relevant teaching and/or administrative experience will be an advantage.

Duties will include minute taking, report writing, proof reading and dealing with other subject-specific matters relating to examinations in mathematical subjects at a variety of levels conducted by the Syndicate and the Midland Examiners Group.

Salary in the range of £8,735 to £14,825 plus University Superannuation Scheme, depending upon age and experience.

Further details are available from the Deputy Secretary (reference STS/AC/3), 1 Hills Road, Cambridge CB1 2EU to whom applications (three copies) should be sent, together with the names of three referees, so as to reach him not later than 5 June 1987.

(12594)

City of Salford

EDUCATION DEPARTMENT

EDUCATIONAL PSYCHOLOGIST

2 posts - one full time permanent; one part time (10 hours) temporary for three years.

Grade Soulbury Educational Psychologists £10,170 - £17,149. Post Ref. 3282/TE8

Salford Schools Psychological Service needs two suitably qualified people to join an enthusiastic team operating a time-contracted system to the L.E.A. establishments.

The full time post is for the replacement of a psychologist recently promoted and the part time post is the part of an Educational Support Grant project for the establishment of a Portage Home Teaching System. (The roles of the two posts may be negotiable and if you wish to offer 50% generic you will be considered).

We are currently reviewing our Special Education Provision and the extensive training programme for the Portage throughout the Authority and there will be opportunities to participate in this exercise.

For an informal discussion please contact the Principal Educational Psychologist on 061-736 2620. Further particulars are available with the application form.

PRINCIPAL CAREERS OFFICER

PO2 £12,585 - £13,953

Post Ref. 3288/TE8

You should be suitably qualified and have experience at a senior level in a Local Education Authority Careers Service. You will be responsible to the Assistant Chief Education Officer for the organisation and management of the Authority's Careers Service.

Further particulars are available.

Application forms may be obtained from the Personnel Manager, Salford Civic Centre, Swinton, Manchester M27 2BN. Telephone 061-793 3807. Please quote the appropriate post reference in all communications. Closing date: 12 June 1987.

We are an Equal Opportunities Employer.

Applications are encouraged from suitably qualified and/or experienced disabled persons.

(13180)

UNIVERSITY OF LONDON
SCHOOL EXAMINATIONS BOARDGENERAL CERTIFICATE OF
EDUCATION EXAMINATION

The Board invites applications for the following appointments:

CHIEF EXAMINERS

Ordinary Level (Overseas)

Mathematics, Syllabus B for June 1989

English Language, Syllabus A

Mathematics, Syllabus A

Principles of Accounts

Religious Studies

for JUNE 1990

Applicants should be graduates or hold appropriate qualifications and should be under 45 with five years recent teaching experience. Examining experience is essential. Chief Examiners' duties include setting question papers, advising on the award of grades and may include the supervision of a team of examiners. For application form and further details write to: The Secretary, University of London School Examinations Board, Stewart House (Room 215), 32 Russell Square, London WC1B 3DN. Applications should enclose a self-addressed foolscap envelope. Completed application forms should be returned by 3 June 1987.

(12591)

LONDON AND EAST ANGLIAN GROUP FOR
GCSE EXAMINATIONSEast Anglian Examinations Board
London Regional Examinations Board
University of London School
Examinations BoardGeneral Certificate of
Secondary Education Examination

Applications are invited for the following appointments. Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years recent teaching experience. Examining experience is essential. Applications should be sent to the address indicated below to which completed application forms should be returned by 5 June 1987.

Chief Examiner for June 1989
Geology

Details from: The Secretary, University of London School Examinations Board, Stewart House (Room 215), 32 Russell Square, London WC1B 3DN.

Chief Examiner for June 1989
German (written)

Details from: The Secretary, East Anglian Examinations Board, 'The Linden', Lexden Road, Colchester CO3 3RL.

(10137)

SPORTS
PROMOTION
FOR A WORLD LEADER

Neg. Salary + car.

Speedo, the sportswear division of the UK's largest growing textile group John Crowther PLC, are the world's leading sports swimwear manufacturers.

This continuing success plus diversification into other aspects of sport and fitness, has created an outstanding opportunity within our sports promotion department.

The successful applicant will run all aspects of our sponsorship and promotions programme, so you will need the maturity and confidence to deal with our contacts throughout Europe and the UK.

A real interest in, and knowledge of, the general sports scene and competitive swimming in particular, is more important than specific experience.

If you have the enthusiasm and commitment we are seeking, the rewards include an attractive salary package and company car.

Please write, enclosing your C.V. to:

Mike Latham,
Sports Promotion Manager,
Speedo (Europe) Ltd., Ascot Road,
Bobblesmill, Nottingham. NG8 5AJ



SPEEDO

Miscellaneous

ADDITIONAL AUTHORITY
for new overseas. How To Series (education, employment, business, travel, lifestyle and other self-help guides). Royalty £4.00 per copy. Please write with full C.V. to: Seymour's Editor, Roland Court, 100 Victoria Road, Northampton NN1 6JX. Tel: Northampton 356372. For information, contact Mr D. Lucas, Principal Educational Psychologist, 388147.

500000

BIRMINGHAM
ST. AUDREAS CHURCH
EDUCATION OFFICER
Applicants are invited for this post which falls vacant on 1 July 1987. Two services per Sunday, all male choir, strong church tradition. Stipend by arrangement. Applications, with the names of two referees, to the Vicar, the Rev. Raymond Pugh, St. Audreas Church, Edgbaston, Birmingham B15 2ET. Tel: 01-262 140 1631.

600000

BUCKINGHAMSHIRE
MILTON KEYNES AREA
STANTONBURY MUSIC CENTRE
Stantonbury Campus, Stantonbury, Milton Keynes MK14 6BN
(Head of Centre: Mr. D. Greig)
Required for September 1987, a part-time peripatetic string teacher for one day a week based at Stantonbury Music Centre. The successful applicant will be expected to teach violin in Middle and Secondary Schools, Grade 1-3. Application forms and further details are available from the Head of Centre on receipt of an A5 stamped addressed envelope. (134687) 600000

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600000

HARROW

EDUCATION COMMITTEE

Required for September a full time Judge of the Harrow Leisure Centre. The successful applicant will be based at Harrow Leisure Centre.

Applicants must hold a Bachelors Degree in Education Teaching Award and have at least two years teaching experience with children of school age. Hours will be normal school hours. Salary is dependent upon qualified status. Outer London Allowance Payable.

Application form from and to be returned to: The Clerk, Harrow Education Department, PO Box 88, Education Department, Civic Centre, Harrow, Middlesex HA1 1UH. Please enclose stamped addressed envelope.

Harrow is an Equal Opportunity Employer. (134792) 600000

LANCASHIRE

ASSISTANT PRINCIPAL IN-CHARGE

Waddow Hall, Nr. Clitheroe, Lancs.

An Assistant Under-In-Charge is required as soon as possible. The successful applicant will be responsible for the particular and will deputise for the Principal in his absence. Other duties will be allocated according to the particular needs of the school. A Training Qualification and a degree in Education are essential. Knowledge of Park Holidays and the ability to travel will be an advantage. Accommodation for single person only. Age 30-40 years.

Contributory pension scheme, salary negotiable. Apply in writing with full C.V. to: The Clerk, Waddow Hall, Clitheroe, Lancs. HA2 7JH. Tel: 0525 22477. (134479) 600000

LONDON EC4

THE SCOUT ASSOCIATION

PROGRAMME AND TRAINING ASSISTANT

1 Beaver Scout

A vacancy has arisen in the Programme and Training Department at Dilworth Park, Clapham, London SW4. The successful applicant will be required to assist the Assistant Scoutmaster and support the work of the Scoutmaster in the overall development of the Scout Group. The post holder will be responsible for the Scoutmaster's Training.

Current experience of the Scout Association and knowledge of the Scoutmaster's Training is essential. The successful applicant will be offered a salary of £9,750 plus 10% Outer London Weighting.

For an application form and job description please telephone the Personnel Officer on 01-584 7050.

Applications should be returned no later than Friday 5 June 1987. (134477) 600000

LONDON EC4

ABRIDGE/DYNAMISM

NORTHAMPTONSHIRE

FOR MAJOR SPORTS CLUB

Enquiries to: Mr. D. Greig, Head of Centre, Stantonbury Music Centre, Stantonbury Campus, Stantonbury, Milton Keynes MK14 6BN. Tel: 01-262 140 1631.

600000

MICROJOB

is a new project sponsored by South West Camden and Islington set up to train people with disabilities in the use of computers in a new technology. We are seeking two new staff to carry out the vocational and functional assessment of our participants. Postholders should preferably have some experience in assessing the needs and skills of people with disabilities, knowledge of assessment techniques, an interest in educational technology and research and a recognised relevant qualification e.g. Speech Therapy, Careers and Guidance etc. We would particularly welcome applications from people with disabilities. Salary in the range £10,955 - £17,149. Closing date 4th June. Further information and application forms available from: South West Camden and Islington, 20 South Bank, London SE1 1AA. Tel: 01-584 8818. (134400) 600000

PRACTISE YOUR LANGUAGE

PAVING THE WAY FOR... Franco, Germany, Spain and Italy. Also French, Au Pair, places in France, Spain, Germany, etc. WITH CHOICE OF PART-TIME, FULL-TIME, OR GUEST SERVICE. 5988 Kings Road, London SW3 4DX. Tel: 01-584 10701. (10701) 600000

PROFESSIONAL SKILLS

for new employment. Alternatives in Radio, Television, Writing and Publishing. £2.25 each, 25.95 each. Order from: House Publishing, 81, Northampton, Essex. Tel: 0206 801855. 600000

SOUTH TYNESIDE

EDUCATION DEPARTMENT

PERIPATETIC TEACHER FOR CHILDREN WITH VISUAL IMPAIRMENTS

Required from September 1987, a suitably qualified teacher for the above post. The successful applicant should be experienced with a proven record of ability to support pupils with a wide range of impairments in mainstream schools. Applications from newly qualified teachers will, however, also be welcomed. The post also involves opportunities for work with non-school children. Salary will be paid according to qualifications and experience. Applications are obtainable from the Director of Education, Education Department, 100 Victoria Road, Northampton NN1 6JX. Tel: 01-545 3288. (134451) 600000

WALSALL

METROPOLITAN BOROUGH COUNCIL

PERIPATETIC STRING

The successful applicant will be expected to teach all stringed instruments to small groups of pupils in both primary and secondary schools. Take part in Saturday morning Music Centre activities and assist in the coaching of the Youth Orchestra. Appropriate training or experience for music instruction in a peripatetic role is essential. Salary will be paid according to qualifications and experience. Closing date: 5th June 1987. (134471) 600000

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WALSALL

METROPOLITAN

PERIPATETIC POSTS

continued

WALSALL
METROPOLITAN
MUSIC/CITIZEN
PERIPATETIC
TEACHING
SPECIALIST

The successful applicant will be responsible for the delivery of music lessons to pupils in both primary and secondary schools. The successful candidate will be a qualified teacher with a minimum of 5 years' experience in the field of music. The successful candidate will be responsible for the delivery of music lessons to pupils in both primary and secondary schools. The successful candidate will be a qualified teacher with a minimum of 5 years' experience in the field of music.

Closing date: 5th June 1987.

Walsall is an Equal Opportunity Employer.

134420 676600

Outdoor Education

CHESHIRE

Warrington Industrial Training Trust Limited, a Manchester based firm, has a vacancy for a qualified teacher to deliver outdoor education to pupils in both primary and secondary schools. The successful candidate will be a qualified teacher with a minimum of 5 years' experience in the field of outdoor education.

This is a completely new and exciting venture. The successful candidate will be responsible for the delivery of outdoor education to pupils in both primary and secondary schools. The successful candidate will be a qualified teacher with a minimum of 5 years' experience in the field of outdoor education.

Closing date: 5th June 1987.

Walsall is an Equal Opportunity Employer.

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English as a
Foreign Language

BERKSHIRE

REQUIREMENT: PLYNTE available for full-time or part-time work. The successful candidate will be a qualified teacher with a minimum of 5 years' experience in the field of English as a Foreign Language.

Closing date: 5th June 1987.

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KENT

GUMMER POSTS: Graduate staff required mid-July, early August 5/4 weeks on full-time basis. The successful candidate will be a qualified teacher with a minimum of 5 years' experience in the field of English as a Foreign Language.

Closing date: 5th June 1987.

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COURSE DIRECTORS

Required for non-residential intensive English courses this summer in many locations. The successful candidate will be a qualified teacher with a minimum of 5 years' experience in the field of English as a Foreign Language.

Closing date: 5th June 1987.

Walsall is an Equal Opportunity Employer.

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